

DOCUMENT RESUME

ED 063 893

HE 003 158

AUTHOR Miner, Anne S.
TITLE Academic Employment of Women at Stanford.
INSTITUTION Stanford Univ., Calif.
PUB DATE 15 Nov 71
NOTE 43p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Equal Opportunities (Jobs); *Feminism; *Higher Education; *Sex Discrimination; *Womens Education; *Women Teachers

ABSTRACT

Women in the academic world, as in other types of professions, have traditionally been discriminated against with regard to rank, promotions, and salary. The author or the present document was asked to carry out a special study and analysis of the employment of women at Stanford University; to review the status of women at all levels of employment; study university policies and procedures that are applicable to this matter; and provide recommendations for policy changes needed to achieve the elimination of sex discrimination in employment actions. On the basis of the findings of the author, it is evident that an affirmative action program must be instituted at Stanford in the very near future. Thus, the author recommends a 20-point affirmative action program that requires an active recruitment program for women, an assessment of salary levels by sex, and a fair policy for the reappointment and promotion of all faculty members. (HS)

**ACADEMIC EMPLOYMENT
OF WOMEN
AT STANFORD**

ACADEMIC EMPLOYMENT WOMEN STANFORD

*A report to President Richard W. Lyman
from Anne S. Miner, consultant to the
President on affirmative action for women.*

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Contents

Memorandum of Transmittal	1
The Academic Council—An Overview	2
Schools with no female Academic Council members	3
Earth Sciences, Engineering, Business, Law	
Schools with female Academic Council members	4
Education, Medicine, Humanities & Sciences	
Non-Academic Council Members	6
Research Personnel	7
Recommendations for Affirmative Action	8
Statistical Tables	10

Memorandum of Transmittal to the President

TO: Richard W. Lyman, President

Early last spring you asked me "to carry out a special study and analysis of the employment of women in the University," and to "review the status of women at all levels of employment, study current University policies and procedures that are applicable to this matter, and provide recommendations for policy changes needed to achieve the elimination of sex discrimination in employment actions."

The accompanying report on women in academic employment represents my analysis of the problems in that area and includes my final recommendations regarding *academic* employment of women.

The purpose of this transmittal memorandum is three-fold:

1. To provide you with a University-wide context for the employment of academic women in the form of a very brief summary of the total distribution of women in University employment.
2. To pass on some personal observations on some underlying causes of patterns by sex, and on the general climate of opinion regarding affirmative action for women at Stanford.
3. To make one or two comments on the nature of the accompanying report.

1. University wide context for the attached report.

The accompanying graph on total employment by sex, race, and occupation confirms what is obvious to the eye: the single most common employment category for women is that of "clerical worker" and the single most common category for males is that of "professional." It confirms that at Stanford, as in nearly all major institutions in our society, white males predominate in positions involving status and

these patterns are clearly several. A realistic appraisal of the sources of these patterns must, in my view, include at least the following:

Direct discrimination based on prejudice

Some people honestly believe that women should not hold certain types of jobs, that men and women can't work together as peers, that women should not have senior jobs because they don't need money as much as men do, and so on. Historically these have not been regarded as particularly outlandish views, and there have been few negative social sanctions against expressing or acting on such views.

A slightly more subtle form of this type of discrimination involves citing alleged factual characteristics of men and women workers as good or at least sufficient reasons for maintaining the status quo. Men and women alike sometimes believe that women take more time off from work than men, change jobs more often, spend less of their lives in a work environment, or can't supervise other women successfully, even though national data have refuted most of these myths.

Institutional inflexibility

The notion of what a 'normal' need of an employee has varied over the years—paid vacation was once viewed as an eccentric suggestion—but generally speaking 'normal' worker characteristics in most people's minds have been those of males carrying out traditional head-of-household roles.

But for nearly half of the adults in our culture (wherein women take major responsibility for child-rearing) employment options such as parenthood leave, maternity benefits, childcare, and continuous part-time career opportunities, etc., are quite normal needs. The lack of these options in traditional institutional structures presumably helps account for

some aspects of details see disc with female Ac

Sex stereotyping

In some cultures build roads are because women not as nervous that women are are weaker, tired from exertion. "women's work" there is nearly which is which.

Although in a "separate but equal" is harmful, work industrial society valued less highly work by males.

In our own employment and rewards for a culture that competence in undesirable, many ideas of what is reinforcement of or co-workers.

These stereotypes the types of work also literally could influence achievement government agencies co-investigators investigator; a woman would not her work; a la

Memorandum of Transmittal to the President

these patterns are clearly several. A realistic appraisal of the sources of these patterns must, in my view, include at least the following:

Direct discrimination based on prejudice

Some people honestly believe that women should not hold certain types of jobs, that men and women can't work together as peers, that women should not have senior jobs because they don't need money as much as men do, and so on. Historically these have not been regarded as particularly outlandish views, and there have been few negative social sanctions against expressing or acting on such views.

A slightly more subtle form of this type of discrimination involves citing alleged factual characteristics of men and women workers as good or at least sufficient reasons for maintaining the status quo. Men and women alike sometimes believe that women take more time off from work than men, change jobs more often, spend less of their lives in a work environment, or can't supervise other women successfully, even though national data have refuted most of these myths.

Institutional inflexibility

The notion of what a 'normal' need of an employee has varied over the years—paid vacation was once viewed as an eccentric suggestion—but generally speaking 'normal' worker characteristics in most people's minds have been those of males carrying out traditional head-of-household roles.

But for nearly half of the adults in our culture (wherein women take major responsibility for child-rearing) employment options such as parenthood leave, maternity benefits, childcare, and continuous part-time career opportunities, etc., are quite normal needs. The lack of these options in traditional

some aspects of employment patterns by sex. (For more details see discussion of patterns, summary of schools with female Academic Council members, page 5.

Sex stereotyping and the devaluation of women

In some cultures everyone knows that women can build roads and sweep streets better than men can because women are more resilient, live longer, and are not as nervous as men. In our culture, everyone knows that women are not good at roadwork because women are weaker, tire more easily, and should be protected from exertion. The nature of "men's work" and "women's work" may vary from place to place, but there is nearly always a shared understanding about which is which.

Although in theory there is no reason to assume that a "separate but equal" division of labor between the sexes is harmful, work labelled as women's work—at least in industrial societies—is almost always rewarded less or valued less highly than comparable or complementary work by males.

In our own economy, sex stereotyping in employment much more frequently limits opportunities and rewards for working women than it does for men. In a culture that generally perceives overt achievement or competence in women as unnatural or at least somewhat undesirable, many women are limited both by their own ideas of what it is possible for them to do, and by the reinforcement of these stereotypes by their supervisors or co-workers.

These stereotypes affect not only expectations about the types of work appropriate for men and women, but also literally countless aspects of interaction that in turn influence achievements of men and women. (A government agency automatically assumes that of two co-investigators on a grant the male is the principal investigator; a department head assumes that a married woman would not want a promotion involving travel in

levels of employment, study current University policies and procedures that are applicable to this matter, and provide recommendations for policy changes needed to achieve the elimination of sex discrimination in employment actions."

The accompanying report on women in academic employment represents my analysis of the problems in that area and includes my final recommendations regarding academic employment of women.

The purpose of this transmittal memorandum is three-fold:

1. To provide you with a University-wide context for the employment of academic women in the form of a very brief summary of the total distribution of women in University employment.
2. To pass on some personal observations on some underlying causes of patterns by sex, and on the general climate of opinion regarding affirmative action for women at Stanford.
3. To make one or two comments on the nature of the accompanying report.

1. University wide context for the attached report.

The accompanying graph on total employment by sex, race, and occupation confirms what is obvious to the eye: the single most common employment category for women is that of "clerical worker" and the single most common category for males is that of "professional." It confirms that at Stanford, as in nearly all major institutions in our society, white males predominate in positions involving status, overt decision-making and high rewards. It also suggests a trend less commonly acknowledged: that minority women in some ways have a kind of "double jeopardy" in employment, and follow patterns based on both race and sex.

The graph summarizes data on all full-time employees as of March, 1971; the occupational groupings are those required in standard government reporting forms.

The report accompanying this memorandum applies almost entirely to the group called "professionals," which includes nearly all academic employees. An analysis of patterns in the other categories will be included in my report to you on staff affirmative action. As you know, I anticipate completing my work in that area in December. On the basis of data assembled to date, it is clear that affirmative action for women will be necessary for both faculty and staff.

2. Observations on some underlying causes of employment patterns by sex, and on the climate of opinion at Stanford.

In the accompanying report I speak specifically to various sources of the patterns found in academic employment, and in the analysis of staff problems I hope to include additional factors pertinent to non-academic employment.

In a very general way, however, I view the problem in terms of three types of factors, and I thought it appropriate to outline them briefly in this memorandum. In addition, during the last half year I have spoken with (or been spoken to by) a great number of people in the Stanford community and wanted to pass on to you a personal assessment of the current climate of opinion regarding the employment of women here.

Discussion of employment patterns by sex often occurs in a context of "who is at fault," and resolution is rarely reached in that context because the causes of

work together as peers, that women should not have senior jobs because they don't need money as much as men do, and so on. Historically these have not been regarded as particularly outlandish views, and there have been few negative social sanctions against expressing or acting on such views.

A slightly more subtle form of this type of discrimination involves citing alleged factual characteristics of men and women workers as good or at least sufficient reasons for maintaining the status quo. Men and women alike sometimes believe that women take more time off from work than men, change jobs more often, spend less of their lives in a work environment, or can't supervise other women successfully, even though national data have refuted most of these myths.

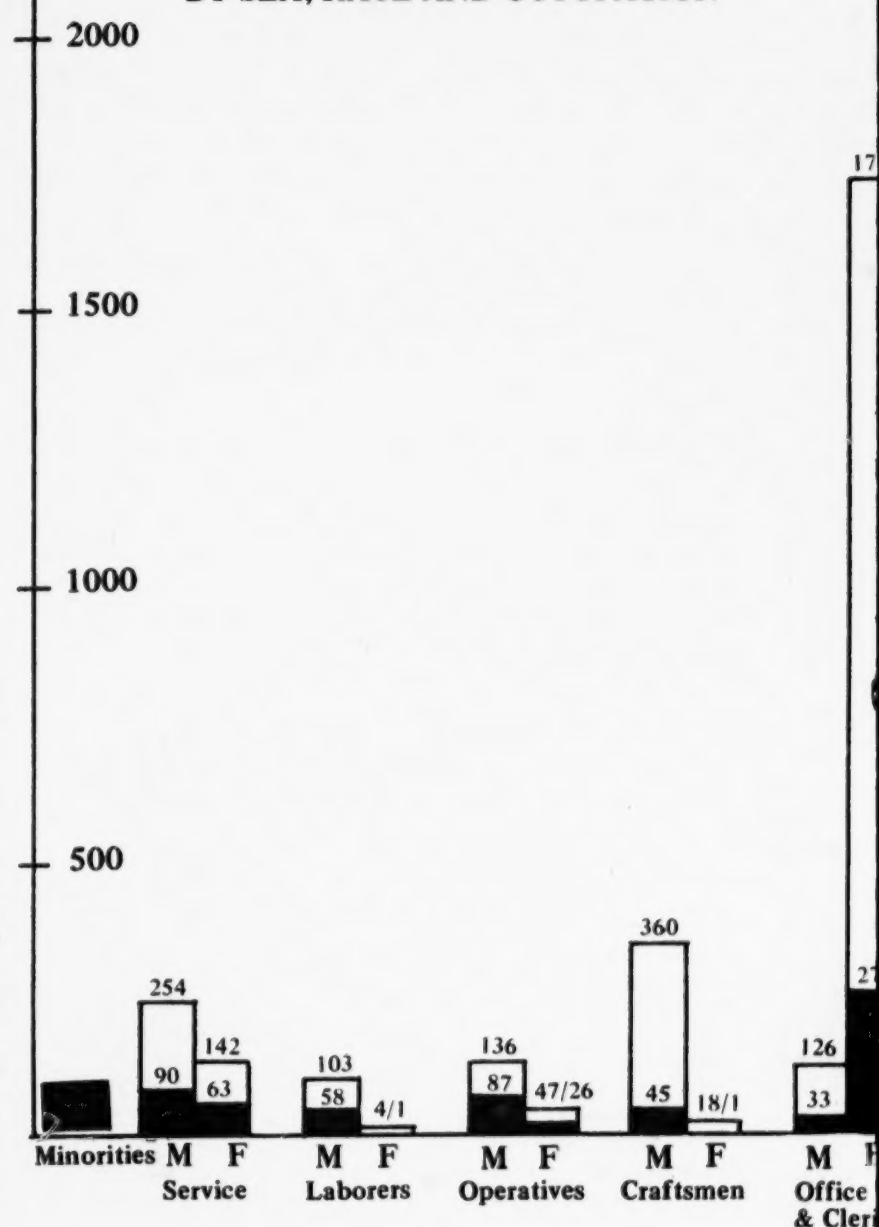
Institutional inflexibility

The notion of what a 'normal' need of an employee has varied over the years—paid vacation was once viewed as an eccentric suggestion—but generally speaking 'normal' worker characteristics in most people's minds have been those of males carrying out traditional head-of-household roles.

But for nearly half of the adults in our culture (wherein women take major responsibility for child-rearing) employment options such as parenthood leave, maternity benefits, childcare, and continuous part-time career opportunities, etc., are quite normal needs. The lack of these options in traditional institutional structures presumably helps account for

because women are not as nervous as men that women are weaker, from exerting "women's" there is need which is white. Although a "separate" is harmful, industrial so valued less work by men. In our employment and rewards a culture that competence undesirable, ideas of which reinforcement or co-workers. These stereotypes the types of also literally influence a government co-investigator investigator woman would her work;

TOTAL EMPLOYMENT AT STANFORD BY SEX, RACE AND OCCUPATION



work together as peers, that women should not have senior jobs because they don't need money as much as men do, and so on. Historically these have not been regarded as particularly outlandish views, and there have been few negative social sanctions against expressing or acting on such views.

A slightly more subtle form of this type of discrimination involves citing alleged factual characteristics of men and women workers as good or at least sufficient reasons for maintaining the status quo. Men and women alike sometimes believe that women take more time off from work than men, change jobs more often, spend less of their lives in a work environment, or can't supervise other women successfully, even though national data have refuted most of these myths.

Institutional inflexibility

The notion of what a 'normal' need of an employee has varied over the years—paid vacation was once viewed as an eccentric suggestion—but generally speaking 'normal' worker characteristics in most people's minds have been those of males carrying out traditional head-of-household roles.

But for nearly half of the adults in our culture (wherein women take major responsibility for child-rearing) employment options such as parenthood leave, maternity benefits, childcare, and continuous part-time career opportunities, etc., are quite normal needs. The lack of these options in traditional institutional structures presumably helps account for

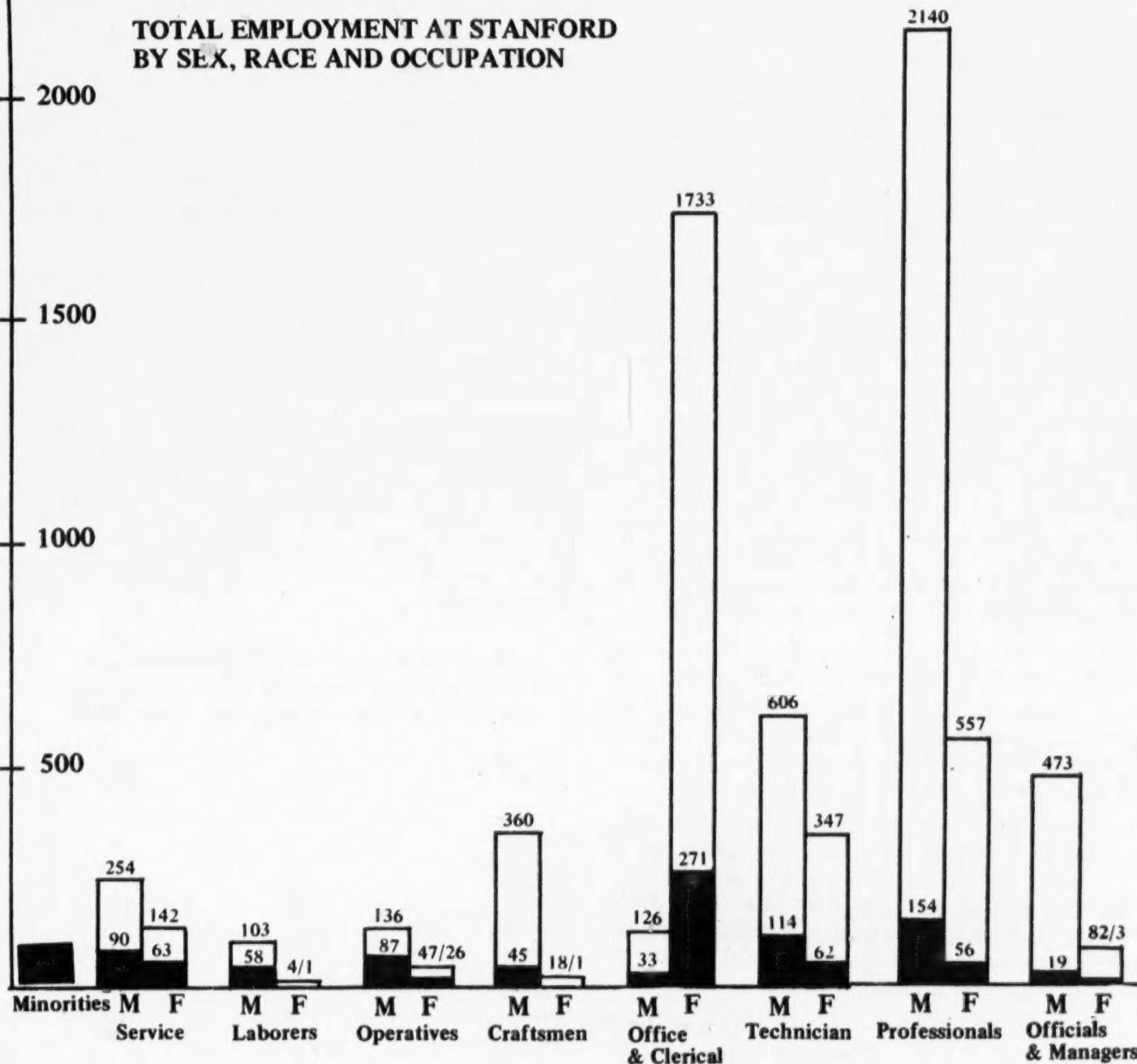
because women are more resilient, live longer, and are not as nervous as men. In our culture, everyone knows that women are not good at roadwork because women are weaker, tire more easily, and should be protected from exertion. The nature of "men's work" and "women's work" may vary from place to place, but there is nearly always a shared understanding about which is which.

Although in theory there is no reason to assume that a "separate but equal" division of labor between the sexes is harmful, work labelled as women's work—at least in industrial societies—is almost always rewarded less or valued less highly than comparable or complementary work by males.

In our own economy, sex stereotyping in employment much more frequently limits opportunities and rewards for working women than it does for men. In a culture that generally perceives overt achievement or competence in women as unnatural or at least somewhat undesirable, many women are limited both by their own ideas of what it is possible for them to do, and by the reinforcement of these stereotypes by their supervisors or co-workers.

These stereotypes affect not only expectations about the types of work appropriate for men and women, but also literally countless aspects of interaction that in turn influence achievements of men and women. (A government agency automatically assumes that of two co-investigators on a grant the male is the principal investigator; a department head assumes that a married woman would not want a promotion involving travel in her work; a laboratory supervisor assumes a woman

**TOTAL EMPLOYMENT AT STANFORD
BY SEX, RACE AND OCCUPATION**



technician is not interested in the overall purpose of the research in the same way that a man would be, and so on.)

Current attitudes about the employment of women

Many people feel that 'equal opportunity' for women in employment is an acceptable long-term goal, but is not a clearcut issue, and certainly is not a matter of high priority. They argue that it is not obvious that women and men should share similar options in the work world, and that after all institutions can go no faster than the culture itself in the long, slow process of providing more options for women.

Institutionally we cannot afford to adopt or sanction this viewpoint. First, national data does not support the notion that there has been slow, sweeping progress for women in society over the last 50 years. For example, since the 1930's women have actually lost ground in professional employment proportional to men. There is very little evidence that left to the general influence of societal changes the situation will be any different in the coming decade; and there is persuasive evidence that the already-large proportion of women who have no choice regarding their economic lifestyle—(single, widowed, divorced women, and women in families with very low total incomes)—will increase.

Second, although there are definitely women who themselves hold a view something like that described above, many women who actually work at Stanford—including extremely loyal and longstanding faculty and staff—feel that a strong climate of discouragement for women has existed here. This feeling will most likely not result in armed warfare between the sexes on the Quad, but it does continue to create a sense of distrust and low expectations that we can ill afford.

Third, our own policies and contractual obligations commit us not only to avoid discrimination by sex, but also develop a plan to correct any patterns of underrepresentation and underutilization in our work force, regardless of the cause of the patterns.

Finally, because we are an educational institution that enrolls women students, we have perhaps a special obligation to make sure that patterns of employment here do not document the uselessness of women aspiring to personal achievement, but rather suggest a range of

The Academic Council—A

The Academic Council is in many ways the heart of the University. In January, 1971 there were 47 women (including one minority woman) on the Academic Council at Stanford. There were 988 men.

The low number of women Academic Council members means that many Stanford students complete their entire undergraduate or graduate education without ever interacting with a member of the regular faculty who is female. It means that women students in particular receive the continuous covert lesson that in spite of whatever may be possible in theory, it is not possible or 'natural,' in *fact* for women to aspire to serious scholarly achievement.

It means that in spite of some feeling among the faculty that it would be desirable to have women participate in academic decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on Graduate Studies, the Committee on Undergraduate Studies or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

The low proportion of women at Stanford closely resembles that of other similar universities, and, like these schools, it is lower than the national average:

PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK

	Stanford '70/'71	Summary of four comparable schools*	All colleges & Universities (65/'66)
Professor	2%	3%	9%
Assoc. Prof.	7%	9%	15%
Asst. Prof.	8%	11%	19%
Total	5%	6%	15%

*Harvard (12/70); Berkeley ('69/'70); Chicago (Spring '70); Michigan (2/'71).

The following the percentage not reflect the of high academi

Humanities

Field	Ph.D. in depts
Chemistry	(72)
Economics	(35)
Math	(31)
Physics	(22)
English	(176)
French**	(50)
Psychology	(130)
Sociology	(51)
* 1964-65, 1965-66	
† 1965 through 1970	
** French and Italian	

The women Council at Stanford ranks.

DISTRIBUTION

Professor
Assoc. Prof.
Asst. Prof.
(For details and table 4, page 10)

A study of October, 1970, other universities

The Academic Council—An Overview

The Academic Council is in many ways the heart of the University. In January, 1971 there were 47 women (including one minority woman) on the Academic Council at Stanford. There were 988 men.

The low number of women Academic Council members means that many Stanford students complete their entire undergraduate or graduate education without ever interacting with a member of the regular faculty who is female. It means that women students in particular receive the continuous covert lesson that in spite of whatever may be possible in theory, it is not possible or 'natural,' in *fact* for women to aspire to serious scholarly achievement.

It means that in spite of some feeling among the faculty that it would be desirable to have women participate in academic decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on Graduate Studies, the Committee on Undergraduate Studies or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

The low proportion of women at Stanford closely resembles that of other similar universities, and, like these schools, it is lower than the national average:

PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK

	Stanford '70/'71	Summary of four comparable schools*	All colleges & Universities (⁶⁵ / ⁶⁶)
Professor	2%	3%	9%
Assoc. Prof.	7%	9%	15%
Asst. Prof.	8%	11%	19%
Total	5%	6%	15%

*Harvard (12/70); Berkeley (⁶⁹/⁷⁰); Chicago (Spring '70); Michigan (2/'71).

Tables 1 and 2 on page 10

The following chart illustrates the second point—that the percentage of women on the Academic Council does not reflect the percentage awarded by other schools of high academic caliber!

Humanities and Sciences—Sample Departments

Field	Ph.D.s awarded in top 10 depts. nationally*	Ph.D.s awarded at Stanford†	Stanford Academic Council Members
	% women	% women	% women
Chemistry	(73) 3.2%	(8) 7.0%	0%
Economics	(35) 6.8%	(2) 4.0%	0%
Math	(31) 5.8%	(3) 4.0%	(1) 3%
Physics	(22) 2.6%	(2) 2.0%	0%
English	(176) 22.9%	(19) 19.0%	(4) 10%
French**	(50) 58.9%	(5) 25.0%	(1) 10%
Psychology	(130) 22.7%	(24) 26.0%	(2) 10%
Sociology	(51) 20.4%	(5) 25.0%	(2) 14%

* 1964-65, 1965-66, 1967-68.

† 1965 through April 1971.

** French and Italian department at Stanford.

The women who are members of the Academic Council at Stanford tend to be distributed at the lower ranks.

DISTRIBUTION OF ACADEMIC COUNCIL BY SEX AND RANK

	% of all A.C. males at this rank (number at this rank/ all males)	% of all A.C. females at this rank (number at this rank/ all females)
Professor	53%	19%
Assoc. Prof.	20%	32%
Asst. Prof.	27%	49%

(For details and comparative data for other schools, see table 4, page 10.)

A study of women on the Academic Council as of October, 1970, confirmed that a pattern found at many other universities is also true here: as a group women are

Institutionally we cannot afford to adopt or sanction this viewpoint. First, national data does not support the notion that there has been slow, sweeping progress for women in society over the last 50 years. For example, since the 1930's women have actually lost ground in professional employment proportional to men. There is very little evidence that left to the general influence of societal changes the situation will be any different in the coming decade; and there is persuasive evidence that the already-large proportion of women who have no choice regarding their economic lifestyle—(single, widowed, divorced women, and women in families with very low total incomes)—will increase.

Second, although there are definitely women who themselves hold a view something like that described above, many women who actually work at Stanford—including extremely loyal and longstanding faculty and staff—feel that a strong climate of discouragement for women has existed here. This feeling will most likely not result in armed warfare between the sexes on the Quad, but it does continue to create a sense of distrust and low expectations that we can ill afford.

Third, our own policies and contractual obligations commit us not only to avoid discrimination by sex, but also develop a plan to correct any patterns of underrepresentation and underutilization in our work force, regardless of the cause of the patterns.

Finally, because we are an educational institution that enrolls women students, we have perhaps a special obligation to make sure that patterns of employment here do not document the uselessness of women aspiring to personal achievement, but rather suggest a range of options for both women and men.

3. Comments on the accompanying report.

This report contains both an analysis of the problem and a set of recommendations regarding academic affirmative action for women. Research personnel are briefly included; for additional insight into this area I commend the 1969 report of the Professional Women of the Stanford Medical School.

I have developed the recommendations through discussions both with various academic women and with cognizant officers of the University. Given the depth of the problem and the complexity of the University itself, the recommendations will seem moderate to some, and complicated, obscure or just expensive to others.

In any special report of this sort, there is a danger of generating false debate over particular mechanisms for achieving general objectives. When convenient, I have tried to articulate the basic purpose of each recommendation because I feel that in some areas there is room for debate about which mechanisms can best achieve the objectives of the recommendation.

The fundamental recommendation of the whole academic report is that we add substantially more women to the Academic Council and achieve greater equity and opportunity for non-Academic Council women in teaching and research not only for the sake of women, but for the health of the University itself.

I am not pleased with two aspects of the report; first, the amount of time it took me to complete it, and second, the rather tedious amount of data and prose.

Whatever its final merit, however, there is no doubt that many people invested a great deal of time in helping me develop the report and I am very grateful to them for their contributions of insight and time.

Anne S. Miner
Consultant to the President
On Affirmative Action for Women

particular receive the continuous covert lesson that in spite of whatever may be possible in theory, it is not possible or 'natural,' in fact for women to aspire to serious scholarly achievement.

It means that in spite of some feeling among the faculty that it would be desirable to have women participate in academic decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on Graduate Studies, the Committee on Undergraduate Studies or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

The low proportion of women at Stanford closely resembles that of other similar universities, and, like these schools, it is lower than the national average:

PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK

	Stanford '70/'71	Summary of four comparable schools*	All colleges & Universities ('65/'66)
Professor	2%	3%	9%
Assoc. Prof.	7%	9%	15%
Asst. Prof.	8%	11%	19%
Total	5%	6%	15%

*Harvard (12/'70); Berkeley ('69/'70); Chicago (Spring '70); Michigan (2/'71).

Tables 1 and 2 on page 10

Charts I-III in the Appendix show percentages for females at these ranks for different kinds of schools.

The 5 percent total shown for women Academic Council members does not reflect the number of female Ph.D.'s in the nation. The percentage of Ph.D.'s granted to women has varied over the years (about 18 percent in 1920 and 10 percent in 1950, for example) but it has always far exceeded 5 percent.

Four of the seven schools at Stanford—Earth Sciences, Business, Law and Engineering—currently have no women Academic Council members at all. In two, as far as can be determined, there never has been a female Academic Council member.

In three schools—Humanities and Sciences, Medicine, and Education—women are present. But the number of women does not reflect the percentage of Ph.D.'s we ourselves award to women, nor, in any case in which data is available, does it approach the percentage of Ph.D.'s granted to women by the schools of highest academic quality.

PERCENTAGE OF ACADEMIC COUNCIL THAT IS FEMALE COMPARED TO PERCENTAGE OF FEMALE Ph.D. RECIPIENTS—BY SCHOOL

School	% A.C. Members who are female ('70/'71)	% Stanford Ph.D. Recipients who are female ('69/'70)
Earth Sciences	0%	3%
Engineering	0%	1%
Business	0%	0%
Law	0%	14%
Education	12%	38%
Medicine	6%	12%(M.D.s)
Hum. & Sciences	7%	26%
(Hum. & Soc.Sci.)		
Hum. & Sciences	1%	6%
(physical Science)		

(See table 3, page 10, for details)

adopt or sanction
not support the
progress for
rs. For example,
lost ground in
to men. There is
eral influence of
different in the
evidence that the
have no choice
single, widowed,
es with very low

ly women who
that described
ally work at
nd longstanding
ng climate of
ere. This feeling
are between the
to create a sense
e can ill afford.
tual obligations
tion by sex, but
y patterns of
n in our work
rns.

onal institution
perhaps a special
of employment
women aspiring
ggest a range of

rt.
of the problem
rding academic
h personnel are
into this area I
ional Women of
ations through
women and with
en the depth of
University itself,
te to some, and
o others.

ere is a danger of
mechanisms for
venient, I have
pose of each
some areas there
anisms can best
ation.

of the whole
stantially more
achieve greater
ademic Council
y for the sake of
sity itself.

the report; first,
complete it, and
ta and prose.
here is no doubt
f time in helping
teful to them for

Anne S. Miner
to the President
ction for Women

particular receive the continuous covert lesson that in
spite of whatever may be possible in theory, it is not
possible or 'natural,' in fact for women to aspire to
serious scholarly achievement.

It means that in spite of some feeling among the
faculty that it would be desirable to have women
participate in academic decision-making, there were no
female members of the Faculty Senate in 1969 or 1970,
no women on the Steering Committee of the Senate, the
Committee on Committees, the Committee on Graduate
Studies, the Committee on Undergraduate Studies or
any of their precursors in 1968, 1969, and 1970. Even if
each female member of the Academic Council served on
one major University committee or subcommittee there
would be 35 with no women members.

The low proportion of women at Stanford closely
resembles that of other similar universities, and, like
these schools, it is lower than the national average:

PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK

	Stanford '70/'71	Summary of four comparable schools*	All colleges & Universities (*65/'66)
Professor	2%	3%	9%
Assoc. Prof.	7%	9%	15%
Asst. Prof.	8%	11%	19%
Total	5%	6%	15%

*Harvard (12/'70); Berkeley ('69/'70); Chicago (Spring
'70); Michigan (2/'71).

Tables 1 and 2 on page 10

Charts I-III in the Appendix show percentages for
females at these ranks for different kinds of schools.

The 5 percent total shown for women Academic
Council members does not reflect the number of female
Ph.D.'s in the nation. The percentage of Ph.D.'s granted
to women has varied over the years (about 18 percent in
1920 and 10 percent in 1950, for example) but it has
always far exceeded 5 percent.

Four of the seven schools at Stanford—Earth
Sciences, Business, Law and Engineering—currently have
no women Academic Council members at all. In two, as
far as can be determined, there never has been a female
Academic Council member.

In three schools—Humanities and Sciences, Medicine,
and Education—women are present. But the number of
women does not reflect the percentage of Ph.D.'s we
ourselves award to women, nor, in any case in which
data is available, does it approach the percentage of
Ph.D.'s granted to women by the schools of highest
academic quality.

PERCENTAGE OF ACADEMIC COUNCIL THAT IS FEMALE COMPARED TO PERCENTAGE OF FEMALE Ph.D. RECIPIENTS—BY SCHOOL

School	% A.C. Members who are female ('70/'71)	% Stanford Ph.D. Recipients who are female ('69/'70)
Earth Sciences	0%	3%
Engineering	0%	1%
Business	0%	0%
Law	0%	14%
Education	12%	38%
Medicine	6%	12%(M.D.s)
Hum. & Sciences	7%	26%
(Hum. & Soc.Sci.)		
Hum. & Sciences (physical Science)	1%	6%

(See table 3, page 10, for details)

Field	depts. nationally* % women	Ph.D.s awarded at Stanford† % women	Stanford Academic Council Members % women
Chemistry	(73) 3.2%	(8) 7.0%	0%
Economics	(35) 6.8%	(2) 4.0%	0%
Math	(31) 5.8%	(3) 4.0%	(1) 3%
Physics	(22) 2.6%	(2) 2.0%	0%
English	(176) 22.9%	(19) 19.0%	(4) 10%
French**	(50) 58.9%	(5) 25.0%	(1) 10%
Psychology	(130) 22.7%	(24) 26.0%	(2) 10%
Sociology	(51) 20.4%	(5) 25.0%	(2) 14%

* 1964-65, 1965-66, 1967-68.

† 1965 through April 1971.

** French and Italian department at Stanford.

The women who are members of the Academic
Council at Stanford tend to be distributed at the lower
ranks.

DISTRIBUTION OF ACADEMIC COUNCIL BY SEX AND RANK

	% of all A.C. males at this rank (number at this rank/ all males)	% of all A.C. females at this rank (number at this rank/ all females)
Professor	53%	19%
Assoc. Prof.	20%	32%
Asst. Prof.	27%	49%

(For details and comparative data for other schools, see
table 4, page 10.

A study of women on the Academic Council as of
October, 1970, confirmed that a pattern found at many
other universities is also true here: as a group women are
promoted more slowly than men even after they have
achieved regular faculty appointments. For example,
comparing only men and women in departments with
both males and females at the professorial rank, one
finds that the men and women have the same mean
length of service at the University—13 years. The
women, however, have been full professors on the
average of 3 years while the men have been professors
for 7 years. Looking at associate professors who serve in
departments that have both men and women at this
rank, one finds that the mean age for the men is 39 and
for the women 48. Only at the rank of assistant
professor does it appear that the mean age, mean length
of service at all ranks, and mean service at this rank are
comparable for men and women.

Additionally, a study of '70-'71 salaries showed that
as a group women have lower salaries than men and the
difference cannot be accounted for in terms of length of
service, rank, or department. Again, this places Stanford
in the company of most major universities. (See
"Academic Women's Salaries: Equal Pay for Equal
Work?", Michael A. LaCorte, *Journal of Higher
Education*, April 1971, Volume 42, No. 4). Although
there is no standard pay scale for specific academic ranks
at Stanford, and sex discrimination is not automatically
the cause of the salary differential between a man and a
woman, the data in this study suggested that in many
cases sex was the primary cause of lower salaries for
women than for men, particularly among senior women
faculty members.

Summary—The Need For Affirmative Action For Academic Women

Stanford closely resembles many other universities in
all of the patterns described above. Academic Council
data were chosen to begin this report because of the

central role of the regular faculty in the mission of the University and the future of the University. In addition, although it has taken considerable effort to compile the data shown above, complete data on other teaching personnel (instructors, lecturers, acting and visiting professors) and research personnel are even more difficult to assemble in a University-wide perspective. At Stanford as elsewhere, a very high proportion of academic women actually employed serve in irregular faculty ranks and in research positions however, and affirmative action for academic women must include close attention to these groups.

Each school in the University has unique practices, problems and academic goals. Because of the complexity of the total pattern by school and rank, subsequent sections of this report provide 1) a moderately detailed discussion of the problem for each school, non-Academic Council faculty members, and research personnel, and 2) a summary of recent positive steps towards opening up opportunity for academic women and a discussion of 21 recommendations for further action.

University policy includes the commitment to "non-discrimination and equality of opportunity in all personnel actions" (Affirmative Action Policy, Stanford University *Staff News*, July 10, 1970), and our contractual obligations require us to take affirmative action to problems of underutilization or underrepresentation within our own work force. Thus in a broad way we are already committed to taking steps to address some of the problems presented in this report.

But it is possible to take action with varying degrees of vigor and at varying rates. For an institution the size of Stanford to achieve real results in a foreseeable number of years, there must be leadership, a basic strategy and a goal, mechanisms, and a way of reviewing progress as the task proceeds. The addition of women to academic affirmative action puts us in an entirely new situation because of the large numbers of people involved and because it is simply not possible to make the case that "lack of qualified candidates" is the basic cause for the patterns discovered in some areas.

Schools With No Female Academic Council Members

Earth Sciences

The retirement of Myra Keen left the School of Earth Sciences with no women among the 34 faculty members in this school. Earth Sciences is a small school, and the recruitment of faculty as in other schools relies on a search by telephone, letters, and word of mouth for potential candidates. There are only about 10-15 institutions that normally provide candidates with academic backgrounds appropriate to Stanford's school of Earth Sciences.

In general there are few women Ph.D.s in this area of study. In 1967-1968, for example, 356 men and 8 women received Ph.D.s in the field of geology, geophysics, oceanography and related fields. Or, for example, in a five-year period in the mid-1960's there were 472 male graduates in geology and geophysics from the top ten departments in these fields and only nine female graduates from the same departments. In Spring Quarter, 1971, the School of Earth Sciences at Stanford had a total of 17 female students: four undergraduates and 13 graduate students.

Dean Richard Jahns reports that on the whole, outstanding women in Earth Sciences have tended to go into industry and government service rather than university life and that the women who have become academics have tended to work in women's schools.

It should be noted that the School of Earth Sciences, like the School of Engineering, offers an undergraduate major at Stanford and thus unlike the Schools of Law and Business can affect directly the pool of women who may seek advanced degrees. Dean Jahns notes that more women enroll in geological sciences in small colleges than in large universities and suggests that the type of encouragement received by women seeking to enter this field may affect critically their participation in the earth sciences.

Engineering

it has an important chair in mechanical Engineering will be a critical area of the University. The chairs are so powerful as to exert a determining influence on the careers of determined women.

It is pertinent to note that the School includes a few departments of faculty from related disciplines. Engineering and Earth Sciences and the Department of Engineering and the Department of Earth Sciences recruit from disciplines in these areas there may be recruitment of women into these departments.

Business

The normal recruiting process in the Business School includes the recruitment of holders from the top graduate schools in the country. From time to time the School does not bring the strictly academic post but offer extraordinary experience in government.

Again, one finds a small pool of Ph.D. holders in the School. In 1968, 430 men received Ph.D.s nationally in 1967-68.

A high proportion of Ph.D. programs have completed enrollment of MBAs is a small number of Ph.D.s. At Stanford, the number of Ph.D.s entering the Ph.D. program in 1968, 1969 and 1970. The number entering the school in 1970-71.

Although there is no formal review of the School reviewing the School's recent administrative actions.

Schools With No Female Academic Council Members

Earth Sciences

The retirement of Myra Keen left the School of Earth Sciences with no women among the 34 faculty members in this school. Earth Sciences is a small school, and the recruitment of faculty as in other schools relies on a search by telephone, letters, and word of mouth for potential candidates. There are only about 10-15 institutions that normally provide candidates with academic backgrounds appropriate to Stanford's school of Earth Sciences.

In general there are few women Ph.D.s in this area of study. In 1967-1968, for example, 356 men and 8 women received Ph.D.s in the field of geology, geophysics, oceanography and related fields. Or, for example, in a five-year period in the mid-1960's there were 472 male graduates in geology and geophysics from the top ten departments in these fields and only nine female graduates from the same departments. In Spring Quarter, 1971, the School of Earth Sciences at Stanford had a total of 17 female students: four undergraduates and 13 graduate students.

Dean Richard Jahns reports that on the whole, outstanding women in Earth Sciences have tended to go into industry and government service rather than university life and that the women who have become academics have tended to work in women's schools.

It should be noted that the School of Earth Sciences, like the School of Engineering, offers an undergraduate major at Stanford and thus unlike the Schools of Law and Business can affect directly the pool of women who may seek advanced degrees. Dean Jahns notes that more women enroll in geological sciences in small colleges than in large universities and suggests that the type of encouragement received by women seeking to enter this field may affect critically their participation in the earth sciences.

Engineering

it has an important challenge with respect to women. A passive stance towards encouraging women in Engineering will be a de facto decision to maintain a critical area of the University in which cultural norms are so powerful as to exclude all but the most fortunate or determined women.

It is pertinent to note that the School of Engineering includes a few departments which draw some of their faculty from related disciplines. Operations Research, Engineering and Economic Systems, Industrial Engineering and the Department of Design, for example, recruit from disciplines other than Engineering itself and in these areas there may be more opportunities for the recruitment of women faculty than in other departments.

Business

The normal recruiting procedure for faculty at the Business School includes a national search among Ph.D. holders from the top graduate schools of business in the country. From time to time people are appointed who do not bring the strictly academic background to their post but offer extraordinary expertise derived from experience in government or industry.

Again, one finds a small number of women in the pool of Ph.D. holders in this field. Fourteen women and 430 men received Ph.D.s in Business and Commerce nationally in 1967-68.

A high proportion of students enrolling in Business Ph.D. programs have completed MBAs, and thus the enrollment of MBAs is a factor in the creation of a pool of Ph.D.s. At Stanford, a total of 13 women applied to enter the Ph.D. program in the three-year period of 1968, 1969 and 1970. There were five MBA students at the school in 1970-71.

Although there is no formal committee within the School reviewing the status of women, the Business School's recent admissions study included some consideration of the lack of women graduate students and recommended that efforts be undertaken to recruit

Each school in the University has unique practices, problems and academic goals. Because of the complexity of the total pattern by school and rank, subsequent sections of this report provide 1) a moderately detailed discussion of the problem for each school, non-Academic Council faculty members, and research personnel, and 2) a summary of recent positive steps towards opening up opportunity for academic women and a discussion of 21 recommendations for further action.

University policy includes the commitment to "non-discrimination and equality of opportunity in all personnel actions" (Affirmative Action Policy, Stanford University *Staff News*, July 10, 1970), and our contractual obligations require us to take affirmative action to problems of underutilization or underrepresentation within our own work force. Thus in a broad way we are already committed to taking steps to address some of the problems presented in this report.

But it is possible to take action with varying degrees of vigor and at varying rates. For an institution the size of Stanford to achieve real results in a foreseeable number of years, there must be leadership, a basic strategy and a goal, mechanisms, and a way of reviewing progress as the task proceeds. The addition of women to academic affirmative action puts us in an entirely new situation because of the large numbers of people involved and because it is simply not possible to make the case that "lack of qualified candidates" is the basic cause for the patterns discovered in some areas.

The recommendations given at the end of this report include two different kinds of actions. First, because the problem is basically a University-wide problem and we are centrally responsible for our progress in this area, there are series of tasks that are most appropriately carried out by the Provost and his staff. Second, because of the unique situation of each school and the critical role of each Dean, there is a separate set of recommendations that can best be carried out within the different schools.

Two previous studies at Stanford suggested, albeit mildly, that perhaps all is not well with the employment of academic women. Both of these reports received sympathy and warmth but did not mobilize the leadership and vigorous action required to change the situation.

The fundamental recommendation made here is that we assume the responsibility for initiating, implementing and vigorously pursuing an effort to involve more women in the academic life of the University and provide safeguards for their equitable treatment. The time is right for this action and both the discussion of specific problems and the recommendations at the end of this report are presented on the assumption that we are ready to move decisively at this time.

Women as Percent of Total Faculty
in 18 Leading U.S. Universities, by Rank, March 1960

	All institutions	8 institutions with largest endowments*	10 institutions with large enrollments†
All ranks	9.9%	6.6%	11.1%
Professor	3.7	2.6	4.3
Associate professor	9.3	7.5	10.1
Assistant professor	11.4	8.5	12.7
Instructor	16.5	9.8	20.4

* Columbia, Chicago, Cornell, Harvard, Massachusetts Institute of Technology, Northwestern, Stanford, Princeton. (Two schools in the top endowment ten do not compile over-all data on faculty by rank, by sex: Yale and Johns Hopkins.)

† California (Berkeley), City College of New York, Indiana, Illinois, Michigan, Michigan State, Minnesota, New York University, Penn State, Texas. (Ohio, in top enrollment ten, was in process of installing centralized statistical controls and was unable to furnish data. University of Texas was substituted.)

institutions that normally provide candidates with academic backgrounds appropriate to Stanford's school of Earth Sciences.

In general there are few women Ph.D.s in this area of study. In 1967-1968, for example, 356 men and 8 women received Ph.D.s in the field of geology, geophysics, oceanography and related fields. Or, for example, in a five-year period in the mid-1960's there were 472 male graduates in geology and geophysics from the top ten departments in these fields and only nine female graduates from the same departments. In Spring Quarter, 1971, the School of Earth Sciences at Stanford had a total of 17 female students: four undergraduates and 13 graduate students.

Dean Richard Jahns reports that on the whole, outstanding women in Earth Sciences have tended to go into industry and government service rather than university life and that the women who have become academics have tended to work in women's schools.

It should be noted that the School of Earth Sciences, like the School of Engineering, offers an undergraduate major at Stanford and thus unlike the Schools of Law and Business can affect directly the pool of women who may seek advanced degrees. Dean Jahns notes that more women enroll in geological sciences in small colleges than in large universities and suggests that the type of encouragement received by women seeking to enter this field may affect critically their participation in the earth sciences.

Engineering

Of the schools without women on the regular faculty Engineering is by far the largest—it has 3 to 5 times as many Academic Council members as do Law, Business and Earth Sciences, and numerous departments within the School itself. Irmgaard Flugge-Lotz retired from the faculty in 1968 leaving no women in the teaching staff of the School.

In general it must be said that even if one wishes to discriminate against academic women in engineering there are relatively few opportunities to do so. For example, in 1965, 1966 and 1968 the ten most distinguished departments in the country granted 4 Ph.D.s to women and 1738 Ph.D.'s to men.

The Stanford School of Engineering established a Committee on the Status of Women in January 1971 "to ascertain if discrimination against women is occurring and to recommend any actions it deems necessary to the Undergraduate Council." The committee concluded in its final report that the only universal problem was one of omission. "There are few women in engineering at Stanford and these are not visible: the image of a Stanford engineer is masculine. As long as this image persists there is not likely to be a significant change in either the number of women engineers or the attitude toward them." The committee recommends in its final report that the School of Engineering establish a faculty committee to accomplish the following goals: 1) develop a plan of action to increase representation of women students and faculty, 2) make certain that qualified women are sought out and considered for all faculty openings, 3) set up recruitment programs both on the campus among undergraduates and in high schools to acquaint women with the opportunities in Engineering at Stanford University. The committee report was submitted to the Undergraduate Engineering Council in June, 1971.

Because the School of Engineering in size and quality of program represents one of Stanford's great strengths

faculty in Engineering recruit in these recruitment department

Business

The new Business School holders from country. do not but post but experience

Again, pool of 430 men nationally

A high Ph.D. enrollment of Ph.D.s enter the 1968, 1969 the school

Although School's School's consideration and record women. complete women hope that women.

Law

The new is the J.D. or are co In practice positions from the top 10 schools years. Th small, but up about percent a percent a noted that having or

The Law few years In spite of high number percent) n professorial appointments

Even absolute positions Stanford of the J.D. 14 percent were obtained admission

institutions that normally provide candidates with academic backgrounds appropriate to Stanford's school of Earth Sciences.

In general there are few women Ph.D.s in this area of study. In 1967-1968, for example, 356 men and 8 women received Ph.D.s in the field of geology, geophysics, oceanography and related fields. Or, for example, in a five-year period in the mid-1960's there were 472 male graduates in geology and geophysics from the top ten departments in these fields and only nine female graduates from the same departments. In Spring Quarter, 1971, the School of Earth Sciences at Stanford had a total of 17 female students: four undergraduates and 13 graduate students.

Dean Richard Jahns reports that on the whole, outstanding women in Earth Sciences have tended to go into industry and government service rather than university life and that the women who have become academics have tended to work in women's schools.

It should be noted that the School of Earth Sciences, like the School of Engineering, offers an undergraduate major at Stanford and thus unlike the Schools of Law and Business can affect directly the pool of women who may seek advanced degrees. Dean Jahns notes that more women enroll in geological sciences in small colleges than in large universities and suggests that the type of encouragement received by women seeking to enter this field may affect critically their participation in the earth sciences.

Engineering

Of the schools without women on the regular faculty Engineering is by far the largest—it has 3 to 5 times as many Academic Council members as do Law, Business and Earth Sciences, and numerous departments within the School itself. Irmgaard Flugge-Lotz retired from the faculty in 1968 leaving no women in the teaching staff of the School.

In general it must be said that even if one wishes to discriminate against academic women in engineering there are relatively few opportunities to do so. For example, in 1965, 1966 and 1968 the ten most distinguished departments in the country granted 4 Ph.D.s to women and 1738 Ph.D.'s to men.

The Stanford School of Engineering established a Committee on the Status of Women in January 1971 "to ascertain if discrimination against women is occurring and to recommend any actions it deems necessary to the Undergraduate Council." The committee concluded in its final report that the only universal problem was one of omission. "There are few women in engineering at Stanford and these are not visible: the image of a Stanford engineer is masculine. As long as this image persists there is not likely to be a significant change in either the number of women engineers or the attitude toward them." The committee recommends in its final report that the School of Engineering establish a faculty committee to accomplish the following goals: 1) develop a plan of action to increase representation of women students and faculty, 2) make certain that qualified women are sought out and considered for all faculty openings, 3) set up recruitment programs both on the campus among undergraduates and in high schools to acquaint women with the opportunities in Engineering at Stanford University. The committee report was submitted to the Undergraduate Engineering Council in June, 1971.

Because the School of Engineering in size and quality of program represents one of Stanford's great strengths

faculty from related disciplines. Operations Research, Engineering and Economic Systems, Industrial Engineering and the Department of Design, for example, recruit from disciplines other than Engineering itself and in these areas there may be more opportunities for the recruitment of women faculty than in other departments.

Business

The normal recruiting procedure for faculty at the Business School includes a national search among Ph.D. holders from the top graduate schools of business in the country. From time to time people are appointed who do not bring the strictly academic background to their post but offer extraordinary expertise derived from experience in government or industry.

Again, one finds a small number of women in the pool of Ph.D. holders in this field. Fourteen women and 430 men received Ph.D.s in Business and Commerce nationally in 1967-68.

A high proportion of students enrolling in Business Ph.D. programs have completed MBAs, and thus the enrollment of MBAs is a factor in the creation of a pool of Ph.D.s. At Stanford, a total of 13 women applied to enter the Ph.D. program in the three-year period of 1968, 1969 and 1970. There were five MBA students at the school in 1970-71.

Although there is no formal committee within the School reviewing the status of women, the Business School's recent admissions study included some consideration of the lack of women graduate students and recommended that efforts be undertaken to recruit women. Several women students have recently completed a slide presentation on the situation of women students in the School of Business, with the hope that it can be used in the recruitment of more women.

Law

The normal degree for Law School faculty members is the J.D., but not all law students consider themselves or are considered potential candidates for academic law. In practice this means the candidates for faculty positions in the Stanford Law School generally come from the top 10 percent of the graduating classes of the top 10 schools in the country in the last three to six years. The number of women in this group is relatively small, but not insignificant. For example, women made up about nine percent of the students at Chicago, 15 percent at Columbia, seven percent at Harvard, and 13 percent at the Yale Law School in 1969. It should be noted that Law is the smallest School at Stanford, having only 29 Academic Council members in 1969-70.

The Law School has made serious efforts in the last few years to seek female candidates for the regular staff. In spite of the School's small size, the comparatively high number of women law students (around 15 percent) make the continued search for a woman in the professorial ranks extremely important. Law School appointments for the '71-'72 academic year include the appointment of one woman instructor.

Even in Law, however, the basic problem lies in the absolute number of women candidates for teaching positions. The number of women law students at Stanford was quite small in the early '60's—three percent of the J.D.s in '60 and '61 went to women. In contrast, 14 percent of the J.D.'s earned at Stanford in 1969-70 were obtained by women. The current policy on female admissions is to maintain a neutral stance, making an

effort not to give women applicants any special advantage or disadvantage.

Women students at the school formed an informal group which has spent a considerable amount of time over the last year investigating the question of graduate admissions, the placement service at the Law School and the general climate for women in Law. In spite of serious problems in communication between the students and the administration at the School substantive progress was made in developing a policy forbidding sex discrimination by recruiters who come to the School. Letters were written to women who were accepted for the entering class of 1971 to encourage them to attend Stanford.

Summary—Schools With No Female Academic Council Members

There are indeed relatively few "qualified" women candidates for regular faculty posts in the Schools of Earth Sciences, Engineering, Law and Business, although one can hardly make a good case that there are no such candidates. In that sense, the situation of both minority and non-minority females is similar to that of minority males.

The greatest long-term contribution these schools can make to the increase of female faculty at Stanford and other universities is simply to train more Ph.D.s (or J.D.s). But aside from the general usefulness of increasing the number of professional women in academic roles in the University, why should the University attempt to increase the number of women entering these fields? If women wanted to teach law, more would go to school and become lawyers, it is argued.

It seems almost tiresome to point out what is often acknowledged by both men and women in these

(4) As to government work, we can count on the fingers of one hand the numbers who have attained high level administrative positions. For that matter, women have been *totally* excluded from some areas of government practice. The United States Attorney's Office for the Southern District of New York systematically, under its last administration, has refused outright to hire women for its Criminal Division.

The rhetoric in statements such as this one offends some people; the use of this particular example is not intended to imply that the "vicious-cycle syndrome" is any stronger in law than in other highly male-oriented professions. The point is simply that it has been and to some degree still is socially acceptable in most of these professions to express an open hostility to women and to act on it. Even when there is a feeling that a modest trend towards increased female participation is tolerable, there is very little feeling that it was wrong to have virtually excluded women from the profession in the past.

When a complaint was made regarding a paternalistic article about women in Business School, for example, its author granted that he would not have used a similarly coy tone to describe the situation of an Appalachian white, a Chicano student, or an Asian-American attempting to deal with the traditional climate of business schools. The author defended the use of this tone when writing about women on the grounds that, "...it's different with minorities. *They should have been there all along.*"

Obviously it is true that children's readers show men as engineers and business leaders, but rarely women; that parents frequently encourage young males to enter these

Schools With Female Academic Council Members

Five of the School of Education Academic Council members are women. In terms of percentage this makes School

profes
their
hopin
would
talent
spher
enteri

On
that t
canno
helped
the c
somet
inactio
In Lav
the tra
and el
vital.
decisio
partici
to assu
else's v

To
than a
An ex
early 1
Univers
graduat
models
doubt
"Futur
models
socializ
the tact

their be
School

applicants any special

School formed an informal
considerable amount of time
the question of graduate
vice at the Law School and
in Law. In spite of serious
between the students and
School substantive progress
a policy forbidding sex
who come to the School.
en who were accepted for
encourage them to attend

Schools With Academic

ers

few "qualified" women
posts in the Schools of
Law and Business, although
case that there are no such
situation of both minority
similar to that of minority

tribution these schools can
the faculty at Stanford and
to train more Ph.D.s (or
general usefulness of
professional women in
University, why should the
the number of women
en wanted to teach law,
and become lawyers, it is

point out what is often
and women in these
normous basic prejudice
masculine fields." This

(4) As to government work, we can count on the fingers of one hand the numbers who have attained high level administrative positions. For that matter, women have been *totally* excluded from some areas of government practice. The United States Attorney's Office for the Southern District of New York systematically, under its last administration, has refused outright to hire women for its Criminal Division.

The rhetoric in statements such as this one offends some people; the use of this particular example is not intended to imply that the "vicious-cycle syndrome" is any stronger in law than in other highly male-oriented professions. The point is simply that it has been and to some degree still is socially acceptable in most of these professions to express an open hostility to women and to act on it. Even when there is a feeling that a modest trend towards increased female participation is tolerable, there is very little feeling that it was wrong to have virtually excluded women from the profession in the past.

When a complaint was made regarding a paternalistic article about women in Business School, for example, its author granted that he would not have used a similarly coy tone to describe the situation of an Appalachian white, a Chicano student, or an Asian-American attempting to deal with the traditional climate of business schools. The author defended the use of this tone when writing about women on the grounds that, "... it's different with minorities. *They should have been there all along.*"

Obviously it is true that children's readers show men as engineers and business leaders, but rarely women; that parents frequently encourage young males to enter these

professions more than young females; and that even their peers may question the "seriousness" of women hoping to enter these professions in a way that they would not question the "seriousness" of similarly talented males—in short, that many factors outside the sphere of the University tend to discourage women from entering these fields.

On the other hand, it seems equally unquestionable that the practices of the very professional schools who cannot now find female candidates for faculty have helped cause the scarcity of available candidates. One of the consequences of leadership is that one must sometimes take responsibility for the effects of one's inactions as well as for the effects of conscious decisions. In Law and Business particularly active commitment to the training of women, not only as potential faculty here and elsewhere, but as members of the community, is vital. These professions are critical to the social decision-making in our society. Women who currently participate overtly in few of these decisions cannot begin to assume leadership on their own behalf or any one else's without training in these fields.

To end the 'vicious-cycle syndrome' requires more than a passive or formal policy of 'equal opportunity.' An extensive study of Stanford undergraduates in the early 1960's indicated that far more women entered the University as freshmen with professional aspirations than graduated with the same objectives. The lack of role models for women in the professions at Stanford no doubt contributed to that pattern. As noted in the "Futures" study in the School of Education, such models are particularly important because "... the socialization of young women may not have taught them the tactics and attitudes a professional life requires."

Schools With Female Academic Council Members Education

Five of the School of Education Academic Council members are women. In terms of percentage this makes it the strongest school in the University vis a vis representation of women—12 percent.

their behalf at Stanford was conducted at the Medical School during the last few years, funded by a grant from the Macy Foundation and will be continued this year. In 1969 the Professional Women of the Stanford Medical

Letters were written to women who were accepted for the entering class of 1971 to encourage them to attend Stanford.

Summary—Schools With No Female Academic Council Members

There are indeed relatively few "qualified" women candidates for regular faculty posts in the Schools of Earth Sciences, Engineering, Law and Business, although one can hardly make a good case that there are no such candidates. In that sense, the situation of both minority and non-minority females is similar to that of minority males.

The greatest long-term contribution these schools can make to the increase of female faculty at Stanford and other universities is simply to train more Ph.D.s (or J.D.s). But aside from the general usefulness of increasing the number of professional women in academic roles in the University, why should the University attempt to increase the number of women entering these fields? If women wanted to teach law, more would go to school and become lawyers, it is argued.

It seems almost tiresome to point out what is often acknowledged by both men and women in these professions—that there is an enormous basic prejudice against women entering these "masculine fields." This prejudice varies in its openness but exists in some form or another in professional training, professional employment, visibility within the field, informal communications among colleagues, and so on.

A woman law student at New York University Law School submitted the following statement to the Subcommittee on Education of the Committee on Education and Labor in July 1970:

We have discovered that a "Vicious-Cycle Syndrome" exists: The administration says that in hiring new faculty they generally look for certain credentials. The standards most often applied are graduation from a "prestige" law school, impressive clerkship experience, a position at a prominent Wall Street firm, top administrative positions in government and private industry, etc.

But, women by and large have been excluded from all the above, so demanding these credentials of women applicants is completely unrealistic.

(1) It was not until 1954 that Harvard Law School even admitted women at all. The leading law schools as late as 1964 still had very restrictive admissions policies for women.

(2) As for clerkships, there have been only two women United States Supreme Court clerks so far and one of them is now deceased. Many clerkships at the state and federal level are unavailable to women because many judges have openly stated to the law schools that they will not consider women law students for clerkship positions. Women judges who might hire women law clerks number one percent of the total number of judges in the country . . .

(3) As to Wall Street firms, out of the 20 leading firms on the Street, there are only three women partners . . .

intended to imply that the "vicious cycle syndrome" is any stronger in law than in other highly male-oriented professions. The point is simply that it has been and to some degree still is socially acceptable in most of these professions to express an open hostility to women and to act on it. Even when there is a feeling that a modest trend towards increased female participation is tolerable, there is very little feeling that it was wrong to have virtually excluded women from the profession in the past.

When a complaint was made regarding a paternalistic article about women in Business School, for example, its author granted that he would not have used a similarly coy tone to describe the situation of an Appalachian white, a Chicano student, or an Asian-American attempting to deal with the traditional climate of business schools. The author defended the use of this tone when writing about women on the grounds that, "...it's different with minorities. *They should have been there all along.*"

Obviously it is true that children's readers show men as engineers and business leaders, but rarely women; that parents frequently encourage young males to enter these

Schools With Female Academic Council Members

Five of the School of Education Academic Council members are women. In terms of percentage this makes it the strongest school in the University vis a vis representation of women—12 percent.

The figure is far below what one might expect, however, looking at broad measures of the pool of candidates in this field. In 1958 26.3 percent of the Ph.D.s in Education nationally went to women. In 1968, 25.5 percent. More than a third of the Stanford Ph.D.s in 1969-70 went to women. (Appointment to the faculty at the School of Education at Stanford does not always require a degree in Education; Ph.D.s in other fields are also potential candidates for faculty in this school, which makes it unusually difficult to assess the pool of qualified candidates in this area.)

Although Education in general has been considered an acceptable interest for women over the years, within the world of professional educators some fields are more acceptable for women than others. In particular, educational administration has been predominantly male. As school systems begin to seek women for supervisory roles the demand for training in this area will unquestionably increase.

The School of Education then has two different kinds of opportunities:

1. In fields traditionally of interest to women it can vigorously seek and recruit women faculty at both the junior and senior professorial levels when openings exist.
2. It can examine patterns of sex stereotyping within education itself and seek to train more women Ph.D.s in areas where this would be of value.

Medicine

In terms of formal commitment and sheer volume of effort, the School of Medicine is well ahead of the rest of the University in terms of academic affirmative action for women. In terms of visible results in faculty appointments, however, it clearly demonstrates the need for more than goodwill and recognition of the problem.

A study of women in medicine and a program on

...accepted for
...ge them to attend

With nic

...qualified" women
...in the Schools of
...Business, although
...there are no such
...of both minority
...that of minority

...these schools can
...y at Stanford and
...more Ph.D.s (or
...al usefulness of
...onal women in
...why should the
...umber of women
...ted to teach law,
...me lawyers, it is

...out what is often
...women in these
...is basic prejudice
...line fields." This
...sts in some form
...ng, professional
...field, informal
...so on.

...rk University Law
...atement to the
...e Committee on

...Vicious-Cycle
...ion says that in
...ook for certain
...ten applied are
...law school,
...position at a
...administrative
...e industry, etc.

...been excluded
...these credentials
...unrealistic.

...at Harvard Law
...all. The leading
...very restrictive

...e been only two
...urt clerks so far
...Many clerkships
...e unavailable to
...openly stated to
...consider women
...s. Women judges
...ks number one
...judges in the

...out of the 20
...are only three

...intended to imply that the "vicious-cycle syndrome" is
...any stronger in law than in other highly male-oriented
...professions. The point is simply that it has been and to
...some degree still is socially acceptable in most of these
...professions to express an open hostility to women and
...to act on it. Even when there is a feeling that a modest
...trend towards increased female participation is tolerable,
...there is very little feeling that it was wrong to have
...virtually excluded women from the profession in the
...past.

When a complaint was made regarding a paternalistic
article about women in Business School, for example, its
author granted that he would not have used a similarly
coy tone to describe the situation of an Appalachian
white, a Chicano student, or an Asian-American
attempting to deal with the traditional climate of
business schools. The author defended the use of this
tone when writing about women on the grounds that,
"...it's different with minorities. *They should have
been there all along.*"

Obviously it is true that children's readers show men
as engineers and business leaders, but rarely women; that
parents frequently encourage young males to enter these

...the consequences of leadership is that one must
...sometimes take responsibility for the effects of one's
...inactions as well as for the effects of conscious decisions.
In Law and Business particularly active commitment to
the training of women, not only as potential faculty here
and elsewhere, but as members of the community, is
vital. These professions are critical to the social
decision-making in our society. Women who currently
participate overtly in few of these decisions cannot begin
to assume leadership on their own behalf or any one
else's without training in these fields.

To end the 'vicious-cycle syndrome' requires more
than a passive or formal policy of 'equal opportunity.'
An extensive study of Stanford undergraduates in the
early 1960's indicated that far more women entered the
University as freshmen with professional aspirations than
graduated with the same objectives. The lack of role
models for women in the professions at Stanford no
doubt contributed to that pattern. As noted in the
"Futures" study in the School of Education, such
models are particularly important because "...the
socialization of young women may not have taught them
the tactics and attitudes a professional life requires."

Schools With Female Academic Council Members Education

Five of the School of Education Academic Council
members are women. In terms of percentage this makes
it the strongest school in the University vis a vis
representation of women—12 percent.

The figure is far below what one might expect,
however, looking at broad measures of the pool of
candidates in this field. In 1958 26.3 percent of the
Ph.D.s in Education nationally went to women. In 1968,
25.5 percent. More than a third of the Stanford Ph.D.s
in 1969-70 went to women. (Appointment to the
faculty at the School of Education at Stanford does not
always require a degree in Education; Ph.D.s in other
fields are also potential candidates for faculty in this
school, which makes it unusually difficult to assess the
pool of qualified candidates in this area.)

Although Education in general has been considered
an acceptable interest for women over the years, within
the world of professional educators some fields are more
acceptable for women than others. In particular,
educational administration has been predominantly
male. As school systems begin to seek women for
supervisory roles the demand for training in this area will
unquestionably increase.

The School of Education then has two different kinds
of opportunities:

1. In fields traditionally of interest to women it can
vigorously seek and recruit women faculty at both
the junior and senior professorial levels when
openings exist.
2. It can examine patterns of sex stereotyping within
education itself and seek to train more women
Ph.D.s in areas where this would be of value.

Medicine

In terms of formal commitment and sheer volume of
effort, the School of Medicine is well ahead of the rest
of the University in terms of academic affirmative action
for women. In terms of visible results in faculty
appointments, however, it clearly demonstrates the need
for more than goodwill and recognition of the problem.

A study of women in medicine and a program on

their behalf at Stanford was conducted at the Medical
School during the last few years, funded by a grant from
the Macy Foundation and will be continued this year. In
1969 the Professional Women of the Stanford Medical
School was formed and spent many months writing an
excellent report on the status of professional women at
the Medical School. The group formed at that time
primarily because the Medical School had recently
received a large bequest from Katherine McCormick
which, although legally unrestricted, was given with a
written request that if possible the funds be used
"...for the encouragement and assistance to women in
pursuing the study of medicine, in teaching medicine
and in medical research." The existence of potential
funds to support specific programs for women
encouraged several women at the Medical School to
address the problems of professional women there.

In response to this report the Medical School Senate
created a Joint Committee on the Status and Tenure of
Women in February, 1970. The Committee was charged
with "...developing procedures to effect a prompt and
significant increase in the number of women among the
faculty. Such procedures shall include adequate review
mechanisms for evaluating trained women already
functioning here in non-faculty positions as well as the
active recruitment of women from additional sources."

In June 1970, the Medical School Senate asked each
Departmental Chairman to establish immediately a
departmental promotion committee to review the status
of women holding M.D., Ph.D., or equivalent degrees
who were not on the faculty. The Senate also voted that
the Joint Committee on the Status and Tenure of
Women should report to the Senate within 6 months and
annually thereafter and that the Senate Committee on
Faculty Salaries should develop appeal mechanisms to
rectify possible women faculty salary inequities and that
the Katherine McCormick bequest be recognized as a
basis for implementing these purposes.

In December 1970, the Senate voted for: "Institution
of revised procedures for recruitment of candidates for
faculty positions, including published announcements of
openings and solicitation of applications much as is the
custom in Great Britain. Participation is to be on
individual departmental basis, and in addition to

recruiting procedures already in use. Announcements by the Medical School of its objectives of increased representation of women in the student body via publication of its views. Establishment of scholarship loan funds for women medical students at Stanford."

Progress has been made in several areas at the Medical School as a result of these various actions and the work of both the Joint Committee on the Status and Tenure of Women and the Professional Women of the Stanford Medical School. The review of all professional women at the school should be completed shortly and it appears that some faculty appointments will be made as the result of this review. *The New England Journal of Medicine* carried a signed editorial making the case for more women in medicine in general, and announcing a specific effort to recruit women for the Stanford Medical School. The medical school class entering in 1971 contains about twice as many women in previous years. The same issue of the *Journal* carried several advertisements in an attempt to identify more women candidates for faculty posts. The school is conducting a formal assessment of the need for childcare and concrete steps necessary to meet this need.

The detailed discussion of events in the Medical School above is included here not because each one is of great pertinence to the overall status of academic women in the University but because the progress of events at the Medical School is very instructive for planning University-wide affirmative action for academic women. In the initial analysis of the problem submitted in December of 1969 two key issues were: the status of professional women already employed in the Medical School and the need for more women on the regular faculty in general. The request that Departmental Chairmen establish promotion review committees on women in irregular posts occurred in June 1970. In the early spring 1971, however, only half of the departments had formed the committees and the procedure is just now drawing to a close a year and 3 months after it began. The basic resolve to have active recruitment for women for faculty posts in February 1970 has not yet resulted in a visible increase in women faculty members at the School. (One person has been added.)

It would be naive to assume that there was no covert resistance to these broad goals among the whole medical school faculty. On the other hand a review of progress at

Ph.D.'s Graduated From Stanford University by Sex

1959-60 1960-61 1969-70

Earth Sciences

M	13	19	30
F	0	1	1
%F	0%	5%	3%

Engineering

M	39	45	157
F	0	0	1
%F	0%	0%	0%

Business

M	9	8	18
F	0	0	0
%F	0%	0%	0%

Law

M	92	94	110
F	3	3	18
%F	3%	3%	14%

Education

M	6	5	23
F	1	2	14
%F	14%	29%	38%

Medicine

M	5	6	18	*M.D.'s
F	2	0	3	8
%F	29%	0%	14%	12%

H & S (Social Sciences)

M	39	42	87
F	4	9	31
%F	9%	18%	26%

H & S (Physical Sciences)

M	28	44	81
F	1	2	5
%F	3%	4%	6%

Totals

M	231	263	524
F	11	17	73
All	242	280	597
%F	5%	6%	12%

Had there been a vast increase in Ph.D. recipients in recent years one might look for a higher representation

will insure job continuity and quality in teaching. The of academic priorities, to appropriate appointments. Women's Physical Education and the more general question to women's and men's reviewed in other contexts.

Humanities and Sciences University itself: there represented in this school a distinct situation in terms of number of tenured positions, female candidates, and the in the discipline. (Some departments, can be seen "male" disciplines and for 3, published in the Introduction.

Once more we find that are appropriate. In are a substantial number of women particularly appropriate women on the Academic are stereotyped as male faculty may help encourage fields. Perhaps more than Sciences has the opportunity and insightful plan to women in academia. represented in this school unusually large amount of search for women candidates.

It should be noted that (including lecturers and Sciences in the coming general sense of commitment of women faculty is substantial at this school.

Summary—S With Female Council Men

**Ph.D.'s Graduated
From Stanford University by Sex**
1959-60 1960-61 1969-70

Earth Sciences					
M	13	19	30		
F	0	1	1		
%F	0%	5%	3%		
Engineering					
M	39	45	157		
F	0	0	1		
%F	0%	0%	0%		
Business					
M	9	8	18		
F	0	0	0		
%F	0%	0%	0%		
Law					
M	92	94	110		
F	3	3	18		
%F	3%	3%	14%		
Education					
M	6	5	23		
F	1	2	14		
%F	14%	29%	38%		
Medicine					
M	5	6	18	*M.D.'s	61
F	2	0	3		8
%F	29%	0%	14%		12%
H & S (Social Sciences)					
M	39	42	87		
F	4	9	31		
%F	9%	18%	26%		
H & S (Physical Sciences)					
M	28	44	81		
F	1	2	5		
%F	3%	4%	6%		
Totals					
M	231	263	524		
F	11	17	73		
All	242	280	597		
%F	5%	6%	12%		

will insure job continuity and tangible recognition of quality in teaching. The basic decision is sound in terms of academic priorities, but the commitment to finding appropriate appointments for the teaching staff in Women's Physical Education is extremely important, and the more general question of allocation of resources to women's and men's athletic activities could be reviewed in other contexts.

Humanities and Sciences is like a miniature of the University itself: there is a vast range of disciplines represented in this school and each has a relatively distinct situation in terms of the size of the faculty, the number of tenured posts, the number of potential female candidates, and the current enrollment of women in the discipline. (Some sense of the range of different departments, can be seen in the comparison of four "male" disciplines and four "female" disciplines in Table 3, published in the Introductory portion of this report.)

Once more we find that two different kinds of goals are appropriate. In areas where there are already a substantial number of women in graduate study it seems particularly appropriate to seek parity in the number of women on the Academic Council. In departments that are stereotyped as male fields the recruitment of women faculty may help encourage more women to enter these fields. Perhaps more than any school, Humanities and Sciences has the opportunity to develop an imaginative and insightful plan to influence the participation of women in academia. The great range of disciplines represented in this school, however, may require an unusually large amount of administrative support for the search for women candidates.

It should be noted that of 31 new faculty members (including lecturers and instructors) in Humanities and Sciences in the coming year, five are women and the general sense of commitment to increasing the number of women faculty is substantial in some departments in this school.

Summary—Schools With Female Academic Council Members

Had there been a vast increase in Ph.D. recipients in recent years one might look for a higher representation

As noted before, analysis of sex differentials in

that some faculty appointments will be made as the result of this review. *The New England Journal of Medicine* carried a signed editorial making the case for more women in medicine in general, and announcing a specific effort to recruit women for the Stanford Medical School. The medical school class entering in 1971 contains about twice as many women in previous years. The same issue of the *Journal* carried several advertisements in an attempt to identify more women candidates for faculty posts. The school is conducting a formal assessment of the need for childcare and concrete steps necessary to meet this need.

The detailed discussion of events in the Medical School above is included here not because each one is of great pertinence to the overall status of academic women in the University but because the progress of events at the Medical School is very instructive for planning University-wide affirmative action for academic women. In the initial analysis of the problem submitted in December of 1969 two key issues were: the status of professional women already employed in the Medical School and the need for more women on the regular faculty in general. The request that Departmental Chairmen establish promotion review committees on women in irregular posts occurred in June 1970. In the early spring 1971, however, only half of the departments had formed the committees and the procedure is just now drawing to a close a year and 3 months after it began. The basic resolve to have active recruitment for women for faculty posts in February 1970 has not yet resulted in a visible increase in women faculty members at the School. (One person has been added.)

It would be naive to assume that there was no covert resistance to these broad goals among the whole medical school faculty. On the other hand a review of progress at the Medical School suggests that another key reason for the relatively slow progress was the fact that this goal was not considered integral to the very functioning of the school. The chief burden for developing and implementing the review process, for example, fell on the Joint Committee. The review mechanism itself was an unusual one and not part of the normal academic machinery. Department Chairmen who wished to recruit women had no designated place to turn for help in seeking women candidates.

In short, the progress of events at the Medical School demonstrates that if it is to be effective, affirmative action for women must be a priority commitment of the central administration of the school, that there must be mechanisms built into the appointment procedure itself to encourage the search for women candidates, that there must be resources to which those seeking women candidates can turn, and that there must be continuing reviews of progress to evaluate success and identify new methods of reaching goals.

Humanities & Sciences

The faculty from the School of Humanities and Sciences makes up more than a third of the entire Academic Council. The faculty of this school carries the major responsibility for educating undergraduates at Stanford.

One would expect to find a relatively high concentration of women in the Social Sciences and Humanities faculties, and indeed five of the ten female full professors in 1969-70 held appointments in departments in these two areas. On the other hand, the overall total of women in these areas (seven percent) does not compare very favorably with the percentage of Ph.D.s currently awarded to women (25 percent).

	0	0	1	
%F	0%	0%	0%	
Business				
M	9	8	18	
F	0	0	0	
%F	0%	0%	0%	
Law				
M	92	94	110	
F	3	3	18	
%F	3%	3%	14%	
Education				
M	6	5	23	
F	1	2	14	
%F	14%	29%	38%	
Medicine				*M.D.'s
M	5	6	18	61
F	2	0	3	8
%F	29%	0%	14%	12%
H & S (Social Sciences)				
M	39	42	87	
F	4	9	31	
%F	9%	18%	26%	
H & S (Physical Sciences)				
M	28	44	81	
F	1	2	5	
%F	3%	4%	6%	
Totals				
M	231	263	524	
F	11	17	73	
All	242	280	597	
%F	5%	6%	12%	

Had there been a vast increase in Ph.D. recipients in recent years one might look for a higher representation in the junior faculty in this area and a low number of women holding tenured rank. Data collected to date do not confirm this idea, however. Women received nine percent of the Ph.D.s in Humanities and Social Sciences at Stanford in 1959-60 and 18 percent in 1960-61. In the years from 1962-1967 women received 21 percent of the Ph.D.s in Humanities and 13.5 percent of those in Social Sciences nationwide.

In the Physical Sciences one would expect to find fewer women and one does (1). There appears to be a small, but nonetheless significant, pool of candidates in the Physical Sciences, however. Again looking at the period from 1962-1967 one finds that five percent of the degrees in Astronomy, Chemistry, Mathematics, and Physics (nationwide) went to women in that period, while roughly 18 percent of the degrees in Biological Sciences were awarded to females in the same span of time.

It should be noted that the total number of women Academic Council members listed in the beginning of this report included four Associate and one Assistant Professor in Women's Physical Education. Discussions in the last few years have led to a decision to phase out appointments to the Academic Council for physical education teaching staff, with a simultaneous commitment to developing alternate appointments that

NOTE—All of the data on male and female degrees by discipline in this report are taken from the University of California "Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus," as submitted to the Academic Senate, Berkeley division, May 1970, the "Report of the Committee on University Women" prepared at University of Chicago, 1970, and the Hearings of the Subcommittee on Education of the House Committee on Education and Labor, 1970. No verification of the accuracy of those data was attempted.

number of tenured positions for female candidates, and the representation in the discipline. (Some departments, can be seen as "male" disciplines and for example, 3, published in the Introduction.

Once more we find that the criteria are appropriate. In areas where there is a substantial number of women, the criteria are particularly appropriate. Women on the Academic Council are stereotyped as male. The faculty may help encourage women in these fields. Perhaps more than the Physical Sciences has the opportunity and insightful plan to recruit more women in academia. This is represented in this school by an unusually large amount of research for women candidates.

It should be noted that the criteria (including lecturers and assistant professors) in the coming years will give a general sense of commitment of women faculty is substantial at this school.

Summary—S With Female Council Men

As noted before, a review of faculty hiring indicates that the "qualified candidates" data for the faculty of women in the current situation is the result of overt discrimination both men and women. This is particularly pertinent in the context of the school.

1. The colleague system and women.

As Ph.D. data indicates, women succeed at the graduate level, widely believed that they receive this education, generally active professionally than men. Harvard report, however, shows that 91 percent of doctorates in all fields were awarded to women in 1964. Recent data has shown that 18 percent of Ph.D.s employed full-time are unmarried female Ph.D.s.

In an interesting generalization about women's life. An informal protegee ladder to success; in general as "protege," and the spillover "natural" to many women's championing of a male within professional groups. Informal networks of collaboration conflict some women's participation in professional life. Evidence that both men and women place importance to information that from a male colleague the information presents

F	0	0	1
%F	0%	0%	0%
Business			
M	9	8	18
F	0	0	0
%F	0%	0%	0%
Law			
M	92	94	110
F	3	3	18
%F	3%	3%	14%
Education			
M	6	5	23
F	1	2	14
%F	14%	29%	38%
Medicine			
M	5	6	18
F	2	0	3
%F	29%	0%	14%
H & S (Social Sciences)			
M	39	42	87
F	4	9	31
%F	9%	18%	26%
H & S (Physical Sciences)			
M	28	44	81
F	1	2	5
%F	3%	4%	6%
Totals			
M	231	263	524
F	11	17	73
All	242	280	597
%F	5%	6%	12%

Had there been a vast increase in Ph.D. recipients in recent years one might look for a higher representation in the junior faculty in this area and a low number of women holding tenured rank. Data collected to date do not confirm this idea, however. Women received nine percent of the Ph.D.s in Humanities and Social Sciences at Stanford in 1959-60 and 18 percent in 1960-61. In the years from 1962-1967 women received 21 percent of the Ph.D.s in Humanities and 13.5 percent of those in Social Sciences nationwide.

In the Physical Sciences one would expect to find fewer women and one does (1). There appears to be a small, but nonetheless significant, pool of candidates in the Physical Sciences, however. Again looking at the period from 1962-1967 one finds that five percent of the degrees in Astronomy, Chemistry, Mathematics, and Physics (nationwide) went to women in that period, while roughly 18 percent of the degrees in Biological Sciences were awarded to females in the same span of time.

It should be noted that the total number of women Academic Council members listed in the beginning of this report included four Associate and one Assistant Professor in Women's Physical Education. Discussions in the last few years have led to a decision to phase out appointments to the Academic Council for physical education teaching staff, with a simultaneous commitment to developing alternate appointments that

NOTE—All of the data on male and female degrees by discipline in this report are taken from the University of California "Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus," as submitted to the Academic Senate, Berkeley division, May 1970, the "Report of the Committee on University Women" prepared at University of Chicago, 1970, and the Hearings of the Subcommittee on Education of the House Committee on Education and Labor, 1970. No verification of the accuracy of those data was attempted.

number of tenured posts, the number of potential female candidates, and the current enrollment of women in the discipline. (Some sense of the range of different departments, can be seen in the comparison of four "male" disciplines and four "female" disciplines in Table 3, published in the Introductory portion of this report.)

Once more we find that two different kinds of goals are appropriate. In areas where there are already a substantial number of women in graduate study it seems particularly appropriate to seek parity in the number of women on the Academic Council. In departments that are stereotyped as male fields the recruitment of women faculty may help encourage more women to enter these fields. Perhaps more than any school, Humanities and Sciences has the opportunity to develop an imaginative and insightful plan to influence the participation of women in academia. The great range of disciplines represented in this school, however, may require an unusually large amount of administrative support for the search for women candidates.

It should be noted that of 31 new faculty members (including lecturers and instructors) in Humanities and Sciences in the coming year, five are women and the general sense of commitment to increasing the number of women faculty is substantial in some departments in this school.

Summary—Schools With Female Academic Council Members

As noted before, analysis of sex differentials in faculty hiring indicate that the existence of a pool of "qualified candidates" does not insure representation on the faculty of women in universities like Stanford. The current situation is the result of various causes, ranging from overt discrimination to cultural expectations of both men and women. Two *types* of causes that seem particularly pertinent in academic employment stand out.

1. The colleague system and the under-evaluation of women.

As Ph.D. data indicates, many women do manage to succeed at the graduate level. Until recently it was widely believed that these women then chose not to use this education, generally published less and were less active professionally than men. As noted in the recent Harvard report, however, and elsewhere, current data shows that 91 percent of the women receiving doctorates in all fields in 1957-58 were employed in 1964. Recent data has also showed that married women Ph.D.s employed full-time published slightly more than unmarried female Ph.D.s or male Ph.D.s.

In an interesting general study Cynthia Epstein comments about women and men within professional life. An informal protege system often characterizes the ladder to success; in general the acceptance of a woman as "protege," and the sponsoring such a protege seems less "natural" to many males than the acceptance and championing of a male. There is some evidence that within professional groups women have less access to informal networks of communication and that to avoid conflict some women exclude themselves from participation in professional meetings. There is further evidence that both men and women tend to attach less importance to information from a female colleague than that from a male colleague even when, as in one study, the information presented consisted of written papers

identical except for the alleged sex of the author. (Epstein, Cynthia Fuchs, *Woman's Place*, University of California Press, Berkeley, Los Angeles and London, 1971.)

In another recent research project, two survey forms were sent to department chairmen of 228 degree-granting psychology departments in the country, each form containing 10 paragraphs describing the professional behavior of young psychologists. The respondents were asked to rate the desirability of each candidate and indicate at what level each might be offered a position. The forms varied only in that in one set feminine first names and pronouns were attached to some paragraphs and in the other set the sex of the names attached were reversed. The distribution of level of appointment was higher for men than for women; men were more often offered positions with potential for tenure, and only men were offered full professorships—although other differences between the candidates were much stronger determinants of the rank offered than was sex. This persistent devaluation of women scholars perhaps accounts also for the vague feeling in some departments that the influx of a large number of women lowers the general standing of the department in and of itself. (Fidell, L.S., "Empirical verification of sex discrimination in hiring practices in psychology," *American Psychologist*, Vol. 25, No. 12, December 1970.)

The "colleague system" is a method of evaluation which depends on an informal network of peers who are uniquely qualified to judge each other's professional qualifications. Some aspects of the system are vital and essential to the health of academic disciplines. If decisions about access to status, professional opportunities and salaries made within this context have de facto discriminatory effects, however, the academic profession will inevitably experience strong external pressures to abandon the system itself.

Reversing the current pattern will take conscious effort. In the recent development in the Steering Committee of the Study of Graduate Education at Stanford, for example, absolutely normal procedures for choosing the members were carried out. There was no desire not to include women, but because of the ten-

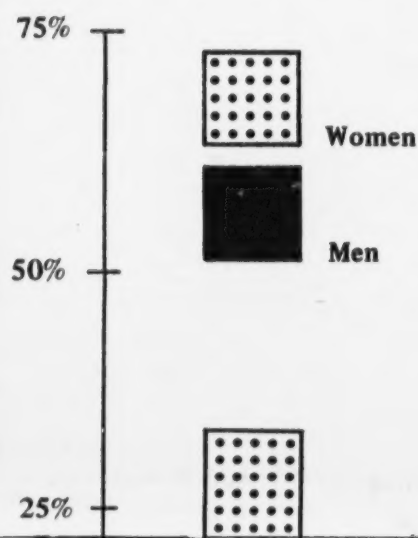
A special note should be made here about the "mobility" question. It is sometimes suggested that a principal cause of the under utilization of women is the "fact" that whereas men are free to move, women are not. Unfortunately this problem is often discussed as though mobility were a sex-linked trait and nearly all males were 100 percent mobile and nearly all females 100 percent immobile. Clearly there are many reasons for which either a man or a woman would choose not to leave a particular area at a given time and many reasons for which a man or woman *must* move, whether to join an ill parent or for the health of a child or whatever. Similarly many women are single or have constructed marriages wherein decisions about location relate to the professional objectives of both members of the marriage. Anecdotal reports by female academics include descriptions of cases in which a job was not offered to a woman on the assumption that because she was married she could not move, surely a self-fulfilling assumption when the offer is not made.

Nonetheless, in spite of the apparent growing

tendency of young academic women to stay in their current future and some women of these women faculty positions working in and at the level with a political serious career mode, special employment common outstanding

In general help account good reasons or whether an institution in terms of

PERCENT OF TOTAL FACULTY WOMEN AND MEN
(number of women or men at rank/total number of faculty)



aged sex of the author.
 an's Place, University of
 os Angeles and London,

project, two survey forms
 chairmen of 228
 departments in the country,
 paragraphs describing the
 young psychologists. The
 e the desirability of each
 at level each might be
 varied only in that in one
 pronouns were attached to
 other set the sex of the
 The distribution of level
 or men than for women;
 positions with potential
 en were offered full
 differences between the
 determinants of the rank
 persistent devaluation of
 ounts also for the vague
 at the influx of a large
 general standing of the
 Fidell, L.S., "Empirical
 on in hiring practices in
 ologist, Vol. 25, No. 12,

a method of evaluation
 network of peers who are
 ach other's professional
 the system are vital and
 academic disciplines. If
 status, professional
 within this context have
 however, the academic
 erience strong external
 itself.

rn will take conscious
 pment in the Steering
 Graduate Education at
 y normal procedures for
 rried out. There was no
 but because of the low

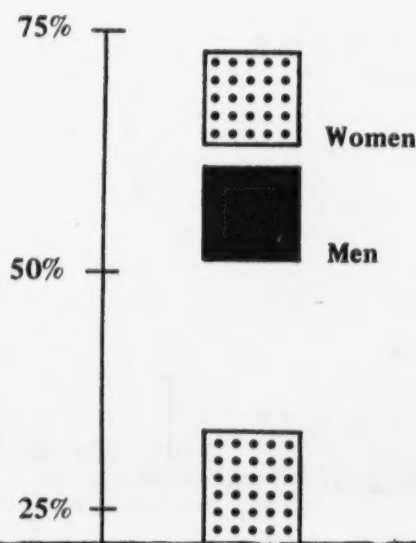
A special note should be made here about the "mobility" question. It is sometimes suggested that a principal cause of the under utilization of women is the "fact" that whereas men are free to move, women are not. Unfortunately this problem is often discussed as though mobility were a sex-linked trait and nearly all males were 100 percent mobile and nearly all females 100 percent immobile. Clearly there are many reasons for which either a man or a woman would choose not to leave a particular area at a given time and many reasons for which a man or woman *must* move, whether to join an ill parent or for the health of a child or whatever. Similarly many women are single or have constructed marriages wherein decisions about location relate to the professional objectives of both members of the marriage. Anecdotal reports by female academics include descriptions of cases in which a job was not offered to a woman on the assumption that because she was married she could not move, surely a self-fulfilling assumption when the offer is not made.

Nonetheless, in spite of the apparent growing

tendency toward shared professional objectives among young academics, it does seem clear that in the near future and perhaps for considerably longer than that, some women will be less mobile than many men. Some of these women will arrive at Stanford and take irregular faculty posts once they have arrived. If in the course of working in these ranks a woman grows professionally and at the end of some period of time performs in fact at the level of a regular faculty member, it is inconsistent with a policy of institutional fairness to exclude her as a serious candidate for the regular faculty. In the same mode, special efforts to help professional husbands seek employment in the Bay Area may become a fairly common aspect of the negotiation in recruiting outstanding scholars.

In general the critical choice is whether factors that help account for the current situation are regarded as good reasons for not being able to do anything about it or whether they are regarded as problems to be solved in an institutional effort to obtain a more balanced faculty in terms of sex.

PERCENT OF TOTAL FACULTY WOMEN AND MEN SERVING AT EACH RANK
 (number of women or men at rank/total number of faculty women or men)



set feminine first names and pronouns were attached to some paragraphs and in the other set the sex of the names attached were reversed. The distribution of level of appointment was higher for men than for women; men were more often offered positions with potential for tenure, and only men were offered full professorships—although other differences between the candidates were much stronger determinants of the rank offered than was sex. This persistent devaluation of women scholars perhaps accounts also for the vague feeling in some departments that the influx of a large number of women lowers the general standing of the department in and of itself. (Fidell, L.S., "Empirical verification of sex discrimination in hiring practices in psychology," *American Psychologist*, Vol. 25, No. 12, December 1970.)

The "colleague system" is a method of evaluation which depends on an informal network of peers who are uniquely qualified to judge each other's professional qualifications. Some aspects of the system are vital and essential to the health of academic disciplines. If decisions about access to status, professional opportunities and salaries made within this context have de facto discriminatory effects, however, the academic profession will inevitably experience strong external pressures to abandon the system itself.

Reversing the current pattern will take conscious effort. In the recent development in the Steering Committee of the Study of Graduate Education at Stanford, for example, absolutely normal procedures for choosing the members were carried out. There was no desire not to include women, but because of the low visibility of women and because some male academics do not know many academic women, no woman was initially appointed to that committee although the committee charge included among its topics the question of the need for alternate programs for part-time graduate work, a topic of particular pertinence to women who wish to carry out traditional family responsibilities.

2. Institutional inflexibility.

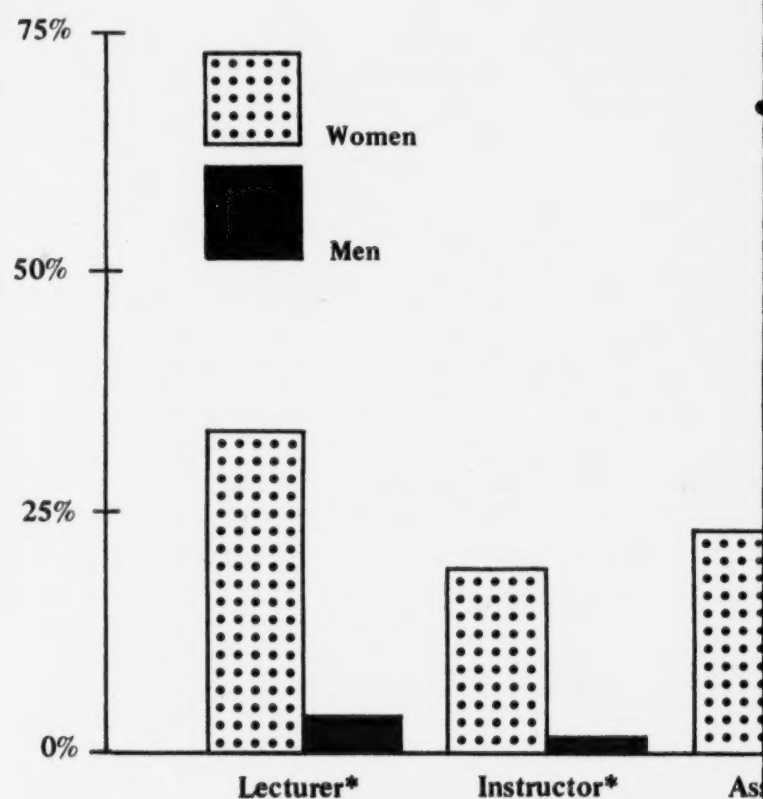
The traditional responsibilities and interests of many women mean that some academic women have often faced different opportunities and restrictions than some of their male counterparts. Historically, however, the academic profession and institutions in general have responded more faithfully to ascribed attributes of women than to observable attributes of women in both education and employment. Academics, both men and women, have sanctioned passively a host of beliefs about women's natural lack of interest or skill in analytic fields, "seriousness" in studying, lack of commitment to professional achievement and so on, many of which beliefs simply do not withstand objective examination.

At the same time, institutions have ignored the observable fact that many young women of graduate student and junior faculty ages did carry out the traditional role of women in our society and pursue professional objectives. The traditional male life pattern was considered the "norm," and women were expected to adjust to that norm. The need for part-time appointments, maternity leave, child-care and so on are not "special privileges" for women but simply a recognition that half of the human race within existing cultural patterns takes substantial responsibility for child bearing and child rearing. Creating the institutional flexibility to permit them to carry out these activities amounts to refraining from making women pay an undue price for assuming responsibilities generally sanctioned by this community and the culture in which it exists.

Similarly many women are single or have constructed marriages wherein decisions about location relate to the professional objectives of both members of the marriage. Anecdotal reports by female academics include descriptions of cases in which a job was not offered to a woman on the assumption that because she was married she could not move, surely a self-fulfilling assumption when the offer is not made.

Nonetheless, in spite of the apparent growing

PERCENT OF TOTAL FACULTY WOMEN AND
(number of women or men at rank/total number



*Full-time, three academic quarters. (Data based on controll

Non-Academic Council

Faculty appointments that do not confer membership in the Academic Council include the ranks of instructor and lecturer (Senior Lecturers are now members of the Academic Council), all visiting and acting appointments, and consulting appointments. In the course of this study an attempt was made to assemble a census of these appointments that included by sex: rank, full or part-time status, degree status, length of service, salary and department. The extraordinary effort required to compile complete and reliable data on this section of the faculty reveals one of the key problems in this area, that has particular importance in terms of the employment of women: the degree of evaluation and consistency of standards and safe-guards applied to Academic Council appointments are not currently applied to this group. As a result, it appears that there is a wide variation in the use of these titles, and that for various historical reasons the situation has gone well past one of desirable flexibility to a state of needlessly uneven administration of such appointments.

The general problems relating to this section of the faculty, which have been noted and are being addressed in other contexts, have critical importance with respect to the employment of women because of Stanford, as elsewhere, a high proportion of women serve in these ranks. The tendency of women to serve in "irregular"

only in that in one
 s were attached to
 set the sex of the
 distribution of level
 n than for women;
 ons with potential
 ere offered full
 ences between the
 minants of the rank
 ent devaluation of
 also for the vague
 e influx of a large
 al standing of the
 , L.S., "Empirical
 hiring practices in
 Vol. 25, No. 12,

thod of evaluation
 rk of peers who are
 ther's professional
 ystem are vital and
 nic disciplines. If
 tus, professional
 n this context have
 ever, the academic
 e strong external

all take conscious
 in the Steering
 ate Education at
 mal procedures for
 out. There was no
 because of the low
 male academics do
 , no woman was
 tee although the
 topics the question
 part-time graduate
 ce to women who
 sponsibilities.

d interests of many
 women have often
 trictions than some
 ally, however, the
 s in general have
 bbed attributes of
 of women in both
 ics, both men and
 ost of beliefs about
 or skill in analytic
 of commitment to
 n, many of which
 ective examination.

have ignored the
 women of graduate
 did carry out the
 ociety and pursue
 al male life pattern
 men were expected
 eed for part-time
 -care and so on are
 en but simply a
 race within existing
 sponsibility for child
 g the institutional
 out these activities
 ng women pay an
 nsibilities generally
 he culture in which

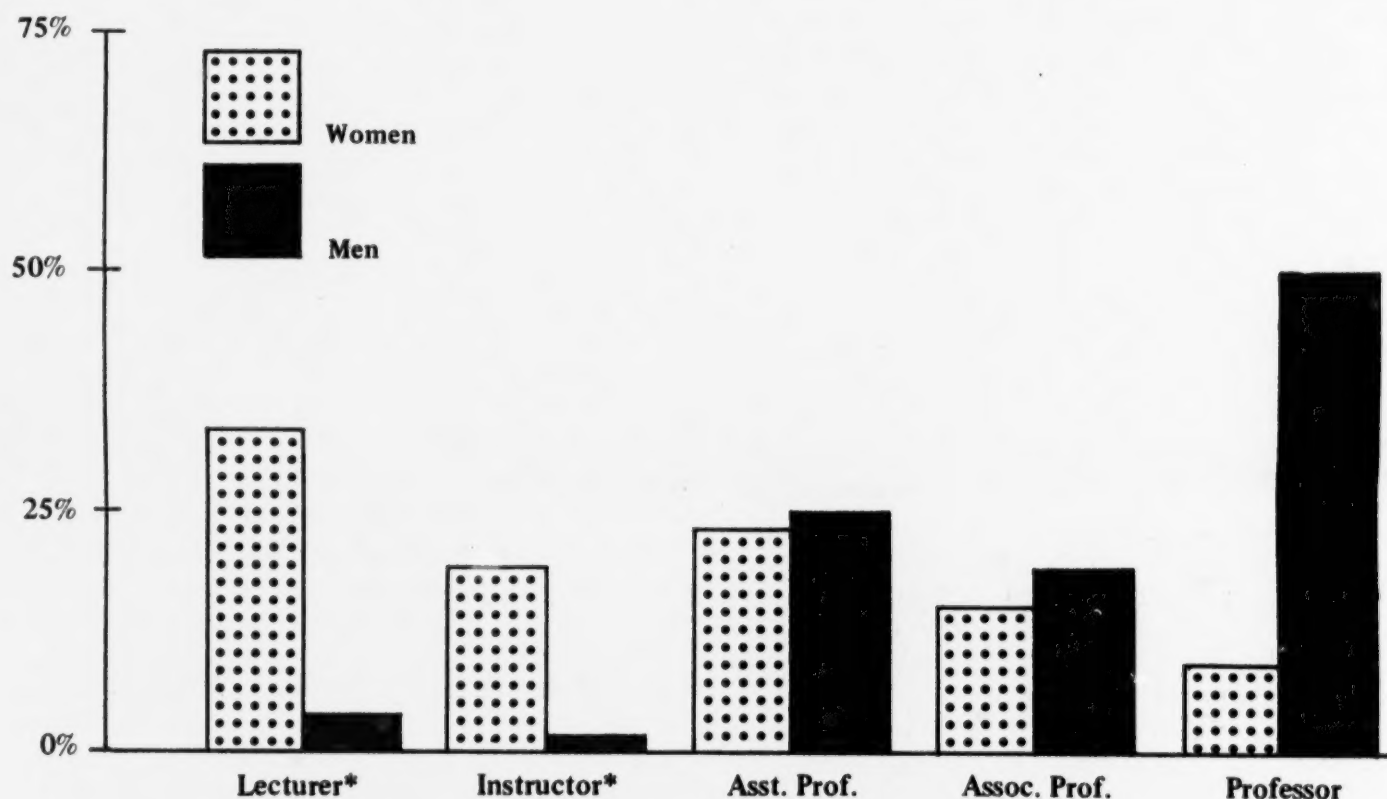
Similarly many women are single or have constructed
 marriages wherein decisions about location relate to the
 professional objectives of both members of the marriage.
 Anecdotal reports by female academics include
 descriptions of cases in which a job was not offered to a
 woman on the assumption that because she was married
 she could not move, surely a self-fulfilling assumption
 when the offer is not made.

Nonetheless, in spite of the apparent growing

employment in the Bay Area may become a fairly
 common aspect of the negotiation in recruiting
 outstanding scholars.

In general the critical choice is whether factors that
 help account for the current situation are regarded as
 good reasons for not being able to do anything about it
 or whether they are regarded as problems to be solved in
 an institutional effort to obtain a more balanced faculty
 in terms of sex.

PERCENT OF TOTAL FACULTY WOMEN AND MEN SERVING AT EACH RANK
 (number of women or men at rank/total number of faculty women or men)



*Full-time, three academic quarters. (Data based on controller's office general ledger code printout from payroll tape.)

Non-Academic Council Faculty Women

Faculty appointments that do not confer membership
 in the Academic Council include the ranks of instructor
 and lecturer (Senior Lecturers are now members of the
 Academic Council), all visiting and acting appointments,
 and consulting appointments. In the course of this study
 an attempt was made to assemble a census of these
 appointments that included by sex: rank, full or
 part-time status, degree status, length of service, salary
 and department. The extraordinary effort required to
 compile complete and reliable data on this section of the
 faculty reveals one of the key problems in this area, that
 has particular importance in terms of the employment of
 women: the degree of evaluation and consistency of
 standards and safe-guards applied to Academic Council
 appointments are not currently applied to this group. As
 a result, it appears that there is a wide variation in the
 use of these titles, and that for various historical reasons
 the situation has gone well past one of desirable
 flexibility to a state of needlessly uneven administration
 of such appointments.

The general problems relating to this section of the
 faculty, which have been noted and are being addressed
 in other contexts, have critical importance with respect
 to the employment of women because of Stanford, as
 elsewhere, a high proportion of women serve in these
 ranks. The tendency of women to serve in "irregular"

faculty positions has been observed in most studies of
 other universities and was noted in Alberta Siegel's
 report on Stanford in 1969. The accompanying charts
 show the proportion of all faculty women who worked
 full time for three quarters in 1970 in the ranks of
 lecturer and instructor, according to payroll data, as a
 percentage of all faculty women, and the same relative
 data for men. Preliminary analysis of this same payroll
 data suggests that proportionally more of all women in
 these two ranks are full-time employees than the men.

The flexibility and relative informality of these
 appointments is of course one of their strengths. They
 provide important mechanisms for including in the
 teaching staff many who do not, for whatever reasons,
 fit the pattern of qualifications and commitment
 required of Academic Council members. It is believed
 that probably true that for some women (and men)
 these appointments have provided a structure for
 part-time teaching, and that they offer a chance to be
 professionally active to people who are not or do not
 wish to be candidates for regular Academic Council
 appointments.

On the other hand, there is a familiar ring to any
 situation wherein women seem to be better represented
 in "invisible" categories, or to be concentrated in
 positions that do not involve visible status, participation

in policy decisions, security in appointment, and/or potential upward mobility.

Several women holding appointments in these ranks made spontaneous comments regarding the need for affirmative action for academic women. In nearly every case their description of the current situation included the following: there is very little clarity in requirements for performance or expectations for future appointments for women in these ranks. Over the years statements about their career prospects have varied to the point of inconsistency. Although members of the faculty, women holding appointments in these ranks often have little or no way to participate in decision-making in their departments or in the University in general. Finally, they note that in times of financial stress they serve as the "flexible labor pool" in the department, ending up in a kind of "last-in, first-out" role. In some cases the precariousness of the appointments and their low-status in the department combine with the faculty members' feeling that there is no way to appeal arbitrary decisions to create a severe sense of alienation from the University. As noted below this is a situation shared with many members of the University's various research teams.

Although there have been some problems with equity regarding women members of the Academic Council, the primary goal of affirmative action in that area is basically to hire more women. In the arena of other faculty appointments, however, the first priority in affirmative action for women must be the achievement of equity for women currently serving in these ranks (including a review of the appropriateness of their

current ranks), and the creation of mechanisms to safeguard against whimsical or arbitrary decisions in the administration of these appointments.

The information assembled thus far on these problems has not been sufficient to develop detailed operational recommendations for specific changes in University procedures. In the recommendations following this report, it is proposed that the Provost's Office assume responsibility for developing such specific changes, and that they be designed to meet the following goals:

1. Achievement of salary equity.
2. Design of mechanism for assessing the appropriateness of rank and type of appointment for all women holding non-Academic Council faculty posts.
3. Provision of a mechanism for periodic future reviews of people holding these appointments.
4. Rationalization and clarification of normal uses of these titles, both for the sake of those administering and those holding appointments at these ranks.
5. Creation of a system for providing reliable, timely, and complete data on all appointments at these ranks.
6. Review of the short appointment form in terms of the need for providing evidence of search for minority and/or women candidates.
7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

Female Research Personnel

Data presented in the 1969 Study of Women at Stanford showed the title Research Associate to be the single most common title for professional academic women within the University at that time. Complete data on the current proportion of women holding such appointments has not yet been assembled and analyzed in the course of this study but it is clear that a large

professional status of non-faculty research personnel will further the opportunities and professional options of many academic women.

Anecdotal evidence offered by women holding research appointments suggests that as is the case with

Recent Progress At Stanford A Summary

The University has taken a year to increase institutional employment. These changes have different reasons but all achieve a goal of increasing faculty and providing a better environment for academic women.

- (1) The Provost clarified the appointment of close relatives.

It is the policy of Stanford University to appoint its faculty the best possible person for the job (who are judged to be the best person for the job) international) search process and promotion. There is no appointment of close relatives the same or different department meets this standard.

No faculty member, Department or other administrative recommendations, or in the decision of any person affect the appointment, or other status or interest.

- (2) In response to faculty from the Committee on the Status of Women, the Provost's Office the following proposals to groups and they were approved.

a. Pregnancy and infirmity grounds for leave with pay.

ent, and/or

these ranks
e need for
early every
on included
quirements
or future
r the years
e varied to
bers of the
these ranks
icipate in
r in the
in times of
or pool" in
of "last-in,
ness of the
department
that there is
te a severe
oted below
bers of the

with equity
ouncil, the
at area is
a of other
priority in
chievement
these ranks
s of their

current ranks), and the creation of mechanisms to safeguard against whimsical or arbitrary decisions in the administration of these appointments.

The information assembled thus far on these problems has not been sufficient to develop detailed operational recommendations for specific changes in University procedures. In the recommendations following this report, it is proposed that the Provost's Office assume responsibility for developing such specific changes, and that they be designed to meet the following goals:

1. Achievement of salary equity.
2. Design of mechanism for assessing the appropriateness of rank and type of appointment for all women holding non-Academic Council faculty posts.
3. Provision of a mechanism for periodic future reviews of people holding these appointments.
4. Rationalization and clarification of normal uses of these titles, both for the sake of those administering and those holding appointments at these ranks.
5. Creation of a system for providing reliable, timely, and complete data on all appointments at these ranks.
6. Review of the short appointment form in terms of the need for providing evidence of search for minority and/or women candidates.
7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

Research Personnel

Women at professional status of non-faculty research personnel will further the opportunities and professional options of many academic women.

Anecdotal evidence offered by women holding research appointments suggests that as is the case with non-Academic Council faculty members, the casualness and diversity of the use of research titles may have led to

Recent Progress At Stanford— A Summary

The University has taken several steps in the last half year to increase institutional flexibility in academic employment. These changes are valuable for several different reasons but all of them will help Stanford achieve a goal of increasing the number of women on the faculty and providing a more favorable climate for academic women.

- (1) The Provost clarified University policy on the appointment of close relatives to the faculty as follows:

It is the policy of Stanford University to seek for its faculty the best possible teachers and scholars, who are judged to be so in a national (or international) search preceding each appointment and promotion. There are no bars to the appointment of close relatives to the faculty, in the same or different department, so long as each meets this standard.

No faculty member, Department Chairman, Dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the appointment, tenure, promotion, salary, or other status or interest of a close relative.

- (2) In response to faculty proposals and suggestions from the Committee on the Education and Employment of Women, the Provost's Office clarified and submitted the following proposals to appropriate decision-making groups and they were approved.

a. Pregnancy and infant care, already valid grounds for leave without salary, should be re-affirmed as being an option for faculty women.

faculty, women holding appointments in these ranks often have little or no way to participate in decision-making in their departments or in the University in general. Finally, they note that in times of financial stress they serve as the "flexible labor pool" in the department, ending up in a kind of "last-in, first-out" role. In some cases the precariousness of the appointments and their low-status in the department combine with the faculty members' feeling that there is no way to appeal arbitrary decisions to create a severe sense of alienation from the University. As noted below this is a situation shared with many members of the University's various research teams.

Although there have been some problems with equity regarding women members of the Academic Council, the primary goal of affirmative action in that area is basically to hire more women. In the arena of other faculty appointments, however, the first priority in affirmative action for women must be the achievement of equity for women currently serving in these ranks (including a review of the appropriateness of their

1. Achievement of salary equity.
2. Design of mechanism for assessing the appropriateness of rank and type of appointment for all women holding non-Academic Council faculty posts.
3. Provision of a mechanism for periodic future reviews of people holding these appointments.
4. Rationalization and clarification of normal uses of these titles, both for the sake of those administering and those holding appointments at these ranks.
5. Creation of a system for providing reliable, timely, and complete data on all appointments at these ranks.
6. Review of the short appointment form in terms of the need for providing evidence of search for minority and/or women candidates.
7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

faculty and provide academic women.

(1) The Provost cl appointment of close

It is the policy of its faculty the best who are judged international) search and promotion. appointment of c the same or differ meets this standard

No faculty membe or other adminis recommendations in the decision o affect the appoint or other status or

Female Research Personnel

Data presented in the 1969 Study of Women at Stanford showed the title Research Associate to be the single most common title for professional academic women within the University at that time. Complete data on the current proportion of women holding such appointments has not yet been assembled and analyzed in the course of this study but it is clear that a large number of women continue to hold these posts. The reader is referred to the Report of the Professional Women of the Stanford Medical School, December 1969 for pertinent data on women in research posts there.

The basic situation with respect to the employment of women in research positions is almost identical to that of non-Academic Council faculty posts, with the added problem of the ambiguous status of research personnel in general. The University has recognized for some time the need for clarification of research titles, responsibilities, rewards and review mechanisms. As is the case for lecturers, instructors and others holding non-Academic Council appointments, the first priority in affirmative action for women in research must be the continuation of efforts to reach and safeguard equity. The most pressing problems do not appear to spring from an under-representation of women but from problems in the general administration of these appointments that have particularly severe impact on academic women.

At the time of the writing of this report the Provost is in the process of appointing a principal research officer and it is assumed that upon the filling of that post rapid progress can be made towards resolving general questions of appointment and review procedures for research personnel. On the basis of past reports on women in research positions, it seems very possible that a basic shift towards regarding research personnel as equivalent and parallel to those members of the faculty whose principal contribution is teaching (lecturers, et al.) will generally benefit women holding research appointments. Some of the complaints from women holding these posts spring more from the non-faculty status of research appointments than from observations on special discrimination related to sex.

Because of the relatively high concentration of women in these roles any progress in recognizing the

professional status of non-faculty research personnel will further the opportunities and professional options of many academic women.

Anecdotal evidence offered by women holding research appointments suggests that as is the case with non-Academic Council faculty members, the casualness and diversity of the use of research titles may have led to arbitrary and uneven treatment of academic women. The list of complaints is almost precisely parallel: the lack of clear and consistent rights and responsibilities that are actually respected by their supervisors, the seeming "invisibility" of those holding research appointments in the life of individual departments, the lack of representation in academic decision making within departments, the lack of objective or non-arbitrary evaluation procedures, and so on.

It is not clear at the time of the writing of this report whether or not the basic responsibility for administration of employment practices regarding research appointments will remain with the personnel office or move to the Provost's Office. It is suggested that regardless of the outcome of this question, the basic responsibility for affirmative action for women in research should lie in the Provost's Office until the analysis of the problem is complete and the basic goals and mechanisms for reaching these goals are determined for research personnel. Specifically, a census of men and women in research positions should be completed, and, once more, the operational steps defined to reach the following goals for women holding research appointments:

1. Salary equity.
2. Assessment of the appropriateness of the current rank.
3. Provision for a mechanism for periodic reviews in the future of women in research positions.
4. Clear guidelines for the use and meaning of research titles.
5. An improved system for providing reliable and complete data necessary to make periodic reviews.
6. Review of the privileges and benefits conferred to research appointments in the context of their effect on the status of academic women.

(2) In response to from the Committee of Women, the Prov the following propo groups and they were

a. Pregnancy an grounds for lea re-affirmed as be The basic appoin leave should be e taken for such le regarding military

b. In addition, independent of th their tenure decis each child, up to a

c. Sabbatical leav regular service of same format pres regular service (su

(3) In a recent mem Chairmen the Provo part-time appointr appointing noted full-time, faculty me role in child-rearing strength in areas positions within exi vital to the range department." This University policy appointments, notin policy which proh faculty members—te on a part-time basis, of this option sho academic life."

(4) Salary inequities audit were brought o 1971-72 salaries. accelerated the revie classification for a

1. Achievement of salary equity.
2. Design of mechanism for assessing the appropriateness of rank and type of appointment for all women holding non-Academic Council faculty posts.
3. Provision of a mechanism for periodic future reviews of people holding these appointments.
4. Rationalization and clarification of normal uses of these titles, both for the sake of those administering and those holding appointments at these ranks.
5. Creation of a system for providing reliable, timely, and complete data on all appointments at these ranks.
6. Review of the short appointment form in terms of the need for providing evidence of search for minority and/or women candidates.
7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

academic women.

- (1) The Provost clarified University policy on the appointment of close relatives to the faculty as follows:

It is the policy of Stanford University to seek for its faculty the best possible teachers and scholars, who are judged to be so in a national (or international) search preceding each appointment and promotion. There are no bars to the appointment of close relatives to the faculty, in the same or different department, so long as each meets this standard.

No faculty member, Department Chairman, Dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the decision of any matter which may directly affect the appointment, tenure, promotion, salary, or other status or interest of a close relative.

ch Personnel

professional status of non-faculty research personnel will further the opportunities and professional options of many academic women.

Anecdotal evidence offered by women holding research appointments suggests that as is the case with non-Academic Council faculty members, the casualness and diversity of the use of research titles may have led to arbitrary and uneven treatment of academic women. The list of complaints is almost precisely parallel: the lack of clear and consistent rights and responsibilities that are actually respected by their supervisors, the seeming "invisibility" of those holding research appointments in the life of individual departments, the lack of representation in academic decision making within departments, the lack of objective or non-arbitrary evaluation procedures, and so on.

It is not clear at the time of the writing of this report whether or not the basic responsibility for administration of employment practices regarding research appointments will remain with the personnel office or move to the Provost's Office. It is suggested that regardless of the outcome of this question, the basic responsibility for affirmative action for women in research should lie in the Provost's Office until the analysis of the problem is complete and the basic goals and mechanisms for reaching these goals are determined for research personnel. Specifically, a census of men and women in research positions should be completed, and, once more, the operational steps defined to reach the following goals for women holding research appointments:

1. Salary equity.
2. Assessment of the appropriateness of the current rank.
3. Provision for a mechanism for periodic reviews in the future of women in research positions.
4. Clear guidelines for the use and meaning of research titles.
5. An improved system for providing reliable and complete data necessary to make periodic reviews.
6. Review of the privileges and benefits conferred to research appointments in the context of their effect on the status of academic women.

- (2) In response to faculty proposals and suggestions from the Committee on the Education and Employment of Women, the Provost's Office clarified and submitted the following proposals to appropriate decision-making groups and they were approved.

a. Pregnancy and infant care, already valid grounds for leave without salary, should be re-affirmed as being an option for faculty women. The basic appointment of women who take such leave should be extended by the amount of time taken for such leave, making it parallel to policy regarding military leave for faculty.

b. In addition, if women so desire (and independent of the above), they may request that their tenure decision be delayed by one year for each child, up to a limit of two.

c. Sabbatical leave will be granted for part-time regular service of 50 percent time or more in the same format presently administered for full-time regular service (subject to Trustee approval.)

- (3) In a recent memorandum to Deans and Department Chairmen the Provost has recently noted that "regular part-time appointments offer the possibility of appointing noted scholars who are not available full-time, faculty members who wish to assume an active role in child-rearing, or scholars who offer substantial strength in areas which would not justify full-time positions within existing departmental priorities but are vital to the range of specialties represented in a department." This memorandum clarifies existing University policy on the use of part-time faculty appointments, noting that there is no University-wide policy which prohibits the appointment of regular faculty members—tenured or non-tenured—at any rank on a part-time basis, and states that "... a judicious use of this option should become an accepted part of academic life."

- (4) Salary inequities identified in the course of the above audit were brought to parity by the "match" method for 1971-72 salaries. In addition, the University has accelerated the review of salary parity by sex within job classification for all faculty and staff.

32 Recommendations on Academic Affirmative Action

1. That the Provost announce a firm public commitment to academic affirmative action for women and assume primary responsibility for its implementation.

Approximate date of completion: October

The Provost should announce Stanford's commitment to affirmative action for academic women based on the University's conviction that in the interest of fairness special effort will be required in order to:

- a) Improve the quality of Stanford as a coeducational University by providing visible role models for women students and the opportunity to interact with competent professional women for male students and faculty.
- b) Begin to terminate the historical pattern of institutional barriers, overt discrimination, low aspirations on the part of women, and sex stereotyping in academic employment that has led to the current pattern of few women in senior academic posts here and in other universities.
- c) Meet the University's existing commitments to fairness in employment.

The successful achievement of any institutional goal always requires leadership, a short and long term strategy for reaching the goal, mechanisms for implementing that strategy, and tools for measuring progress towards the goal. All of the recommendations below are simply means of implementing the fundamental commitment to an appropriate role for women in the academic life of the University.

2. That the Provost adopt or develop a broad institutional goal regarding the representation of women in Academic Council appointments, and that this goal reflect the percentage of Ph.D.s (or comparable advanced degrees) granted to women at

the APO showed that for 1971-72 about 66 percent of the Academic Council (not including Senior Lecturers and Senior Research Associates) has tenure. It should be noted that simply to reach the percentage of women holding regular faculty appointments (including lecturers) in all colleges and Universities in 1966 would require tripling the number of Academic Council women at Stanford (15 percent). To reach the level of representation of women among 18 leading Universities as of 1960 (again including instructors) would require doubling the number of women at Stanford (10 percent). To reach a proportion of women in parity with the proportion of advanced degrees we ourselves award to women would require adding about 70 women (12 percent).

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

*Approximate date of completion:
November-December*

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 72-73 and in a 2-4 year perspective.

opportun
affirmativ

There
admin
existe
comm
minor
positi
proce
which
academ
budge
opport
minor
depart
candic
post
dollars
enough
situati
able to
such a
have
partici
quotas
with t
that it
but of
made
the mo

6. That the woman v
allocate
administr
women,
problem
members
education

Recommendations on Academic Affirmative Action for Women

announce a firm public
c affirmative action for
ary responsibility for its

te of completion: October

announce Stanford's
ative action for academic
iversity's conviction that
ess special effort will be

ity of Stanford as a
y by providing visible role
ents and the opportunity
tent professional women
ulty.

the historical pattern of
overt discrimination, low
rt of women, and sex
c employment that has led
of few women in senior
in other universities.

existing commitments to

ement of any institutional
dership, a short and long
ing the goal, mechanisms
strategy, and tools for
ards the goal. All of the
y are simply means of
mental commitment to an
en in the academic life of

or develop a broad
g the representation of
il appointments, and that
centage of Ph.D.s (or
es) granted to women at
s.

imate date of completion:

the APO showed that for 1971-72 about 66 percent of the Academic Council (not including Senior Lecturers and Senior Research Associates) has tenure. It should be noted that simply to reach the percentage of women holding regular faculty appointments (including lecturers) in all colleges and Universities in 1966 would require tripling the number of Academic Council women at Stanford (15 percent). To reach the level of representation of women among 18 leading Universities as of 1960 (again including instructors) would require doubling the number of women at Stanford (10 percent). To reach a proportion of women in parity with the proportion of advanced degrees we ourselves award to women would require adding about 70 women (12 percent).

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

Approximate date of completion:
November-December

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 72-73 and in a 3-4 year perspective.

The Provost should provide for each Dean and Department head pertinent data on Ph.D.s (or

opportunities that will further the goals of academic affirmative action for women and minority males.

Approximate date of completion: October

There are many dangers inherent in the administration of an incentive fund and its existence must not in any way reduce the commitment in individual departments to seek minority and female candidates for regular faculty positions in the process of normal search procedures. Nonetheless situations may occur in which the department, in the context of regular academic priorities, could not normally gain budget authorizations for a post but has an opportunity to appoint or promote a female or minority candidate in the department. Another department might find that a minority or female candidate is available for a visiting or an acting post and the addition of one or two thousand dollars to the departmental budget could provide enough funds to make the appointment. In situations such as these, the department should be able to apply for special incentive funds to meet such a special situation. It does not make sense to have separate funds for separate groups whose participation is sought; it invites competition for quotas of dollars and, more important, it conflicts with the basic principle of the fund itself, namely that it is there not "automatically" and in advance but only when solid and inventive proposals are made that would provide maximum leverage on the money used.

6. That the Provost appoint in his office an academic woman who will be a member of his senior staff but allocate approximately 3/4 of her time to the administration of affirmative action for academic women, including completion of the analysis of the problem in the areas of non-Academic Council members and research personnel, the continuing education of the faculty regarding the needs and purposes of academic affirmative action for women, and the responsibility for implementation of some or

in the interest of fairness special effort will be required in order to:

a) Improve the quality of Stanford as a coeducational University by providing visible role models for women students and the opportunity to interact with competent professional women for male students and faculty.

b) Begin to terminate the historical pattern of institutional barriers, overt discrimination, low aspirations on the part of women, and sex stereotyping in academic employment that has led to the current pattern of few women in senior academic posts here and in other universities.

c) Meet the University's existing commitments to fairness in employment.

The successful achievement of any institutional goal always requires leadership, a short and long term strategy for reaching the goal, mechanisms for implementing that strategy, and tools for measuring progress towards the goal. All of the recommendations below are simply means of implementing the fundamental commitment to an appropriate role for women in the academic life of the University.

2. That the Provost adopt or develop a broad institutional goal regarding the representation of women in Academic Council appointments, and that this goal reflect the percentage of Ph.D.s (or comparable advanced degrees) granted to women at Stanford in the last five years.

Approximate date of completion:
October through January

The University is serious in its commitment to affirmative action for women and recognizes that an intensive effort will be required to make substantial progress. In an intensive capital campaign we do not set our sights at simply "more money," nor in major budget adjustments does the instruction simply to "spend less money" provide a sufficient context for meaningful action. A broad institutional goal is required to set the pace and provide a benchmark for measuring progress as we work toward meeting it.

There are, of course, known dangers in programs that appear to involve 'quota systems' and the like. What is proposed here is that a realistic, University-wide range of expectation be developed. In fields where there is a clear underutilization of women the University will be required to forecast yearly expectations in faculty hiring in any case, and thus the question of importance is not whether or not there will be some form of goal-setting in faculty hiring, but rather the degree of leadership and priority-setting that should be undertaken by the Provost. In some Universities that have developed formal goals, it appears that the process has been one of passive compliance with external pressure rather than the creation of a University-wide program aimed at achieving appropriate, substantial and measurable results in a foreseeable number of years.

There are many different factors limiting the possibilities of change, and many contexts for assessing the appropriateness of any given level of expectation. One limiting factor of particular concern is the high proportion of regular faculty at Stanford who are tenured. A recent analysis by

of women among 10 leading universities as of 1960 (again including instructors) would require doubling the number of women at Stanford (10 percent). To reach a proportion of women in parity with the proportion of advanced degrees we ourselves award to women would require adding about 70 women (12 percent).

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

Approximate date of completion:
November-December

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 72-73 and in a 3-4 year perspective.

The Provost should provide for each Dean and Department head pertinent data on Ph.D.s (or other pertinent degrees) such as: the number of female Ph.D.s granted from the top 5 and 10 schools in recent years; the number of total female Ph.D.s in the discipline; the number of recent Ph.D.s from all schools granted to women; the number of Ph.D.s granted by Stanford in the last five years and approximately 10 years ago. (See Chart XX, for representative data on Stanford Ph.D. recipients for three different academic years.)

In the context of the school's planned future, the type of credentials required for useful contribution for the faculty and existing plans for faculty hiring, each Dean should be able to establish a range of expectation for his school in hiring women.

4. That an academic search support center be created to provide data and active support for the search of minority and female candidates for faculty positions.

Approximate date of completion:
October-November

Deans, Department Chairmen, and search committees working with the strongest possible commitment to searching for strong minority and female candidates may fail to find such candidates nonetheless. Those searching for new appointments should be able to turn to the Provost's Office for data on women or minorities in the area of concern, for leads and suggestions on how to locate faculty not visible already, and for both practical and theoretical help in widening the recruiting net during a search if it is possible.

5. That additional funds beyond those initially anticipated be allocated to the proposed Incentive Fund for academic affirmative action and that this fund be available for unique and unusually important

1960 (again including instructors) would require doubling the number of women at Stanford (10 percent). To reach a proportion of women in parity with the proportion of advanced degrees we ourselves award to women would require adding about 70 women (12 percent).

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

Approximate date of completion:
November-December

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 72-73 and in a 3-4 year perspective.

The Provost should provide for each Dean and Department head pertinent data on Ph.D.s (or other pertinent degrees) such as: the number of female Ph.D.s granted from the top 5 and 10 schools in recent years; the number of total female Ph.D.s in the discipline; the number of recent Ph.D.s from all schools granted to women; the number of Ph.D.s granted by Stanford in the last five years and approximately 10 years ago. (See Chart XX, for representative data on Stanford Ph.D. recipients for three different academic years.)

In the context of the school's planned future, the type of credentials required for useful contribution for the faculty and existing plans for faculty hiring, each Dean should be able to establish a range of expectation for his school in hiring women.

4. That an academic search support center be created to provide data and active support for the search of minority and female candidates for faculty positions.

Approximate date of completion:
October-November

Deans, Department Chairmen, and search committees working with the strongest possible commitment to searching for strong minority and female candidates may fail to find such candidates nonetheless. Those searching for new appointments should be able to turn to the Provost's Office for data on women or minorities in the area of concern, for leads and suggestions on how to locate faculty not visible already, and for both practical and theoretical help in widening the recruiting net during a search if it is possible.

5. That additional funds beyond those initially anticipated be allocated to the proposed Incentive Fund for academic affirmative action and that this fund be available for unique and unusually important

positions in the process of normal search procedures. Nonetheless situations may occur in which the department, in the context of regular academic priorities, could not normally gain budget authorizations for a post but has an opportunity to appoint or promote a female or minority candidate in the department. Another department might find that a minority or female candidate is available for a visiting or an acting post and the addition of one or two thousand dollars to the departmental budget could provide enough funds to make the appointment. In situations such as these, the department should be able to apply for special incentive funds to meet such a special situation. It does not make sense to have separate funds for separate groups whose participation is sought; it invites competition for quotas of dollars and, more important, it conflicts with the basic principle of the fund itself, namely that it is there not "automatically" and in advance but only when solid and inventive proposals are made that would provide maximum leverage on the money used.

6. That the Provost appoint in his office an academic woman who will be a member of his senior staff but allocate approximately 3/4 of her time to the administration of affirmative action for academic women, including completion of the analysis of the problem in the areas of non-Academic Council members and research personnel, the continuing education of the faculty regarding the needs and purposes of academic affirmative action for women, and the responsibility for implementation of some or all of the recommendations listed here.

Approximate date of completion:
November-December

There is no recommendation in this report for an Assistant to the President for Women's Affairs. On the other hand, there is a need, if we are to be successful in affirmative action for women in the near future, for an academic administrator who, under the direction of the Provost, can implement some or all of the recommendations in this report and perform the role of advocate-planner for continuing development of the program. There are many ways to distribute the various roles that must be performed among different offices or different people within the Provost's Office. But the most efficient method for providing a focus for academic women, implementing the plan, explaining the plan and its rationale to people both within and without the University, communicating to academic women on the campus the University's positions on various matters, and coordinating the overall efforts, seems to be the creation of a senior position in the Provost's Office held by a woman with academic credentials herself. At this time a job description, basic search procedure and rough time-table for the appointment should be determined.

It should be noted that many of the recommendations in this report can be carried out by a committed and competent administrator of either sex. There are two particular tasks however that although not requiring a woman to carry them out would presumably be carried out with more sensitivity and skill by an academic woman. First, the program outlined in this report represents a first-phase of affirmative action for academic women. Although the successful completion of recommendations made here will

represent substantial effort, several tasks in terms of planning and further analysis remain. The equitable distribution of benefits for faculty women by sex, the development of mechanisms to address the problems of academics tied to one geographical location, the problem of the accrual of tenure for part-time service, and the actual development of meaningful recruitment programs for graduate students are among these tasks.

In addition, the experience of several other Universities suggests that steady and meaningful progress is often aided by the existence of an academic woman in the administration who can provide vision in the formulation of general academic priorities with particular reference to existing sex differentials, and who can articulate both problems and new developments in this field.

7. That the Provost's Office conduct a yearly review of salary equity by sex.

Approximate date of completion:
current review: November–December;
annual review: January–February

The yearly salary review of salary equity by sex (and minority status) should occur between the date in which the coming year's salaries are proposed and the time at which they are confirmed. The fairest method for determining salary equity is probably the "match" method. Males and females of comparable stature in the department should be identified and their salaries be made comparable. In addition, as a safeguard, the mean salary for men and women within the same departments at the same ranks should be calculated each year, and minimum and maximum salaries by sex.

8. That appointment forms for academic appointments include the requirement of documentation of the search for minority and female candidates.

Approximate date of completion:
October–November

There is considerable variation among schools and departments in the actual mechanics of the search for faculty candidates. Careful and complete

10. That the Provost's Office prepare a semi-annual report showing all faculty by minority status and sex. That this report include as well, data on graduate admissions (although this is not technically subject to legal requirements regarding affirmative action at the present time.)

Approximate date of completion:
January and July (each year)

To assess progress, identify problem areas, and plan for the future those responsible for implementing and evaluating affirmative action for faculty require a tool to measure progress. The format of this report should be designed so that progress can be readily identified in Academic Council ranks, other teaching appointments, and graduate admissions. It would seem wise to include in this report data on research personnel by sex and minority status as well.

11. That the Provost report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

Approximate date of completion:
annually when appointments for the following year are completed.

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.

Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding them (particularly instructors and lecturers) regarding expectations for reappointment, review procedures, participation in departmental decisions, and so on.

Approximate date of completion: ongoing
A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to conduct a similar

contribution to effort. On the other hand, the Provost to have a mechanism that includes individuals from the area of academic development. Committees on the part of the Women, and the Council are concerned with both also have a role to include as well as enrollment and completion. An ad hoc joint effort from both committees members of each mechanism for providing resource without a formal committee would

THAT THE PROVOST OFFICE REPORT TO EACH DEAN:

16. That each Dean, with the Provost's Office, develop an expectation for representation in the Academic Council meetings. If necessary, representative Academic Council faculty posts models are clearly of should be considered goals.

Approximate

This is the recommendation. Not only a meaningful estimate of project estimates of the average necessary. A broad to reach levels provide women graduating serve as a base but data suggests higher graduated at schools

17. That each school develop prospects in terms of Academic Council posts develop school to involve women

10. That the Provost's Office prepare a semi-annual report showing all faculty by minority status and sex. That this report include as well, data on graduate admissions (although this is not technically subject to legal requirements regarding affirmative action at the present time.)

*Approximate date of completion:
January and July (each year)*

To assess progress, identify problem areas, and plan for the future those responsible for implementing and evaluating affirmative action for faculty require a tool to measure progress. The format of this report should be designed so that progress can be readily identified in Academic Council ranks, other teaching appointments, and graduate admissions. It would seem wise to include in this report data on research personnel by sex and minority status as well.

11. That the Provost report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

*Approximate date of completion:
annually when appointments for
the following year are completed.*

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.

Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding them (particularly instructors and lecturers) regarding expectations for reappointment, review procedures, participation in departmental decisions, and so on.

Approximate date of completion: ongoing

A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to conduct a similar

contribution to efficiency or more decisive action. On the other hand it may be appropriate for the Provost to have a single consultative group that includes individuals with expertise and concern in the area of academic affirmative action. Both the Committees on the Education and Employment of Women, and the Committee on Minority Affairs are concerned with academic affirmative action; both also have extremely broad charges that include as well as staff employment, student enrollment and counseling, financial aids and so on. An ad hoc joint subcommittee of members from both committees composed of perhaps two members of each appears to be a logical mechanism for providing the Provost with such a resource without having to create yet another formal committee within the University structure.

THAT THE PROVOST COMMEND THE FOLLOWING TO EACH DEAN:

16. That each Dean, working with support from the Provost's Office, develop a reasonable range of expectation for representation of women among Academic Council members in his school, and, if necessary, representation of women in non-Academic Council faculty posts. That in fields wherein role models are clearly of great importance, this factor should be considered in the process of establishing goals.

Approximate date of completion: December

This is the process described under recommendation No. 3 above. To achieve realistic but meaningful levels of expectation some estimate of projected new openings and the best estimates of the availability of candidates will be necessary. A broad University guideline of seeking to reach levels proportionate to the number of women graduating from our own schools should serve as a base but not a limiting guideline if other data suggests higher numbers of candidates being graduated at schools of comparable quality.

17. That each school which has relatively limited prospects in terms of candidates for Academic Council posts develop a program appropriate to that school to involve women in other teaching and

academic woman in the administration who can provide vision in the formulation of general academic priorities with particular reference to existing sex differentials, and who can articulate both problems and new developments in this field.

7. That the Provost's Office conduct a yearly review of salary equity by sex.

Approximate date of completion:
current review: November–December;
annual review: January–February

The yearly salary review of salary equity by sex (and minority status) should occur between the date in which the coming year's salaries are proposed and the time at which they are confirmed. The fairest method for determining salary equity is probably the "match" method. Males and females of comparable stature in the department should be identified and their salaries be made comparable. In addition, as a safeguard, the mean salary for men and women within the same departments at the same ranks should be calculated each year, and minimum and maximum salaries by sex.

8. That appointment forms for academic appointments include the requirement of documentation of the search for minority and female candidates.

Approximate date of completion:
October–November

There is considerable variation among schools and departments in the actual mechanics of the search for faculty candidates. Careful and complete documentation of the methods used to seek minority men and women and non-minority women should be a standard requirement in the appointment form itself and approval for any appointment should not be granted in its absence.

It seems unlikely that any single mechanism for the serious search for women candidates will provide a magic solution. On the other hand, documentation of the search should include specific comments on the use or non-use of advertising in professional journals, contacting women's and minority caucuses within the profession, and consultation with individuals with particular expertise in this area.

9. That the Provost request the Deans to prepare a statement of practices regarding reappointment and promotion for each school so that appropriate review mechanisms can be designed to provide safeguards against unduly arbitrary decisions affecting reappointment. These mechanisms may vary by school, because of the differing policies regarding reappointment, but the University must have a way of recording the expectation in the initial appointment, and, if a tenure review occurs, documentation of the lack of positive evidence arguing for tenure.

Approximate date of completion: November

It is necessary for the University to develop some mechanism or mechanisms to safeguard the interests of faculty who receive appointments that involve no expectation of reappointment or who are present at the University and are considered during a search procedure for a higher rank and do not succeed in that competition. As a first step towards developing such a procedure a statement of current practices regarding reappointment and promotion for each school is necessary in order to develop an approach sufficiently flexible to meet the needs of each school.

format of this report should be designed so that progress can be readily identified in Academic Council ranks, other teaching appointments, and graduate admissions. It would seem wise to include in this report data on research personnel by sex and minority status as well.

11. That the Provost report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

Approximate date of completion:
annually when appointments for the following year are completed.

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.

Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding them (particularly instructors and lecturers) regarding expectations for reappointment, review procedures, participation in departmental decisions, and so on.

Approximate date of completion: ongoing

A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to conduct a similar review approximately every four or five years.

Clarification of appropriate uses for these titles should be made both to provide guidelines for department chairmen, and clarity of expectation for those holding appointments at these ranks.

Finally, it is suggested that the privileges of faculty at this level and their degree of participation in departmental and University decision-making be reviewed in the context the high proportion of women holding such appointments.

14. That the Provost's Office assume primary responsibility for affirmative action for research personnel, working closely with the personnel department. That any changes in policy regarding research personnel that appear to have particular importance to women holding these posts be given first priority among the various tasks involved in clarification of policies relating to research personnel in general.

Approximate date of completion: ongoing
Virtually the same steps as those outlined in recommendation 13, above, should apply to women holding research titles.

15. That the Provost discuss and explore with the Chairmen of the Minority Affairs Committee and the Committee on the Education and Employment of Women the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.

Approximate date of completion: March
The creation of yet another committee or subcommittee within the University is rarely a

from both committees members of each a mechanism for providing resource without having formal committee with

THAT THE PROVOST COM TO EACH DEAN:

16. That each Dean, working with the Provost's Office, develop expectation for representation of Academic Council members necessary, representation of Council faculty posts. That models are clearly of great value should be considered in goals.

Approximate date

This is the product of recommendation No. 3 but meaningful level estimate of projected needs estimates of the availability necessary. A broad University to reach levels proportionate to women graduating from serve as a base but not data suggests higher number graduated at schools of

17. That each school which prospects in terms of Council posts develop a plan school to involve women in

Approximate date

This is an admittedly insignificant mechanism realistically expect to women in the near appointments, lecture so on, all provide a competent professional life of a school. (This full recognition that would reproduce the academic disciplines of at irregular ranks.)

18. That each Dean take diversity in the search possible. That this effort women and minorities of committees for faculty posts as well a renewed effort for faculty appointments the maintenance of department and female Ph.D.s in the expansion of schools communication caucuses within professional advertising of professional

Approximate date

No one way of expansion work for every school support of an affirmative the Provost's Office develop meaningful female candidates who attention in the tradition

19. That each Dean, if this complete a census of graduate sex and minority status (a

format of this report should be designed so that progress can be readily identified in Academic Council ranks, other teaching appointments, and graduate admissions. It would seem wise to include in this report data on research personnel by sex and minority status as well.

11. That the Provost report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

Approximate date of completion: annually when appointments for the following year are completed.

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.

Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding them (particularly instructors and lecturers) regarding expectations for reappointment, review procedures, participation in departmental decisions, and so on.

Approximate date of completion: ongoing

A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to conduct a similar review approximately every four or five years.

Clarification of appropriate uses for these titles should be made both to provide guidelines for department chairmen, and clarity of expectation for those holding appointments at these ranks.

Finally, it is suggested that the privileges of faculty at this level and their degree of participation in departmental and University decision-making be reviewed in the context the high proportion of women holding such appointments.

14. That the Provost's Office assume primary responsibility for affirmative action for research personnel, working closely with the personnel department. That any changes in policy regarding research personnel that appear to have particular importance to women holding these posts be given first priority among the various tasks involved in clarification of policies relating to research personnel in general.

Approximate date of completion: ongoing

Virtually the same steps as those outlined in recommendation 13, above, should apply to women holding research titles.

15. That the Provost discuss and explore with the Chairmen of the Minority Affairs Committee and the Committee on the Education and Employment of Women the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.

Approximate date of completion: March

The creation of yet another committee or subcommittee within the University is rarely a

from both committees composed of perhaps two members of each appears to be a logical mechanism for providing the Provost with such a resource without having to create yet another formal committee within the University structure.

THAT THE PROVOST COMMEND THE FOLLOWING TO EACH DEAN:

16. That each Dean, working with support from the Provost's Office, develop a reasonable range of expectation for representation of women among Academic Council members in his school, and, if necessary, representation of women in non-Academic Council faculty posts. That in fields wherein role models are clearly of great importance, this factor should be considered in the process of establishing goals.

Approximate date of completion: December

This is the process described under recommendation No. 3 above. To achieve realistic but meaningful levels of expectation some estimate of projected new openings and the best estimates of the availability of candidates will be necessary. A broad University guideline of seeking to reach levels proportionate to the number of women graduating from our own schools should serve as a base but not a limiting guideline if other data suggests higher numbers of candidates being graduated at schools of comparable quality.

17. That each school which has relatively limited prospects in terms of candidates for Academic Council posts develop a program appropriate to that school to involve women in other teaching roles.

Approximate date of completion: February

This is an admittedly interim measure but not an insignificant mechanism for schools who cannot realistically expect to appoint large numbers of women in the near future. Visiting and acting appointments, lecture series, special seminars and so on, all provide a mechanism for involving competent professional women in the academic life of a school. (This should be done only with full recognition that as a long-term solution it would reproduce the undesirable patterns in other academic disciplines of a group of female faculty at irregular ranks.)

18. That each Dean take responsibility for gaining diversity in the search procedure itself as much as possible. That this effort include an attempt to place women and minorities on standing or ad hoc search committees for faculty posts. That this effort include as well a renewed effort to expand the recruiting net for faculty appointments by use of such resources as the maintenance of departmental rosters of minority and female Ph.D.s in the appropriate discipline, the expansion of schools contacted in the search for new faculty, communication with existing women's caucuses within professional fields, and the advertising of professional posts in pertinent journals.

Approximate date of completion: Ongoing

No one way of expanding the recruiting net will work for every school or department; but with the support of an affirmative action resource center in the Provost's Office it should be possible to develop meaningful ways of locating potential female candidates who would not come to our attention in the traditional search procedure.

19. That each Dean, if this has not already been done, complete a census of graduate admissions in terms of sex and minority status (applicants, acceptances, and

students enrolled). That if the principal contribution to affirmative action for women in his school is the training of a larger pool of female Ph.D.s, each Dean formulate a specific plan for increased graduate admission of women.

Approximate date of completion:
census: October;
recruiting programs: January

There is no requirement in the University at present that compels us to adopt any particular stance towards the number of men or women in graduate schools. A serious commitment to providing more roles for women in academia, however, requires that we include this topic in the overall assessment of meeting our affirmative action goals. The historical discouragement of women aspiring to professional goals as well as cultural stereotypes regarding women lawyers, physicians, physicists and so on have created a situation wherein simply accepting those women who pursue professional objectives in spite of these barriers does not represent functional equality of opportunity. The announcement of clear intent to increase the number of women, recruiting trips to women's colleges, the encouragement of alumni and others concerned with the health of a school to identify potential candidates and the publication of materials sensitive to the concerns of young women considering graduate study are obvious mechanisms that can be used to increase the number of women applying for graduate study in fields that have notably lacked women in the past. In addition, as has been noted in other studies and is currently under review in other contexts, the availability of flexible scheduling and the repeal of arbitrary age requirements for graduate study will also help maximize functional, as opposed to theoretical, opportunity for women in graduate study.

20. That each Dean in schools where this has not already occurred, initiate, provide administrative support for, and/or provide mechanisms for the review of departmental practices regarding counseling of women students, placement policies, and the

Statistical Tables

1

Faculty Members by Rank and Sex

	Stanford 1970/71			Summary of four comparable institutions (1)		
	Male	Female	% Female	Male	Female	% Female
Professor	523	9	2%	2572	75	3%
Assoc. Prof.	202	15	7%	1038	98	9%
Asst. Prof.	263	23	8%	1301	159	11%
Total	988	47	5%	4911	332	6%

- (1) University of California at Berkeley, '69/70
Harvard University, 12/70, Faculty of Arts and Sciences
University of Chicago, Spring '69
University of Michigan, 2/71
(2) "Fact Sheet on the Earnings Gap," Women's Bureau, Wage and Labor Standards Division, p. 3.

2

Percent Women of Total Faculty in U.S. Colleges and Universities, 1955

All U.S. Colleges and Universities

[Percent Women of Total Faculty November 1955*]

Type of institution:	
All institutions	23.0%
Teachers colleges	42.7
Liberal arts colleges	34.7
Junior colleges	32.0
Theological schools	18.5
Universities	17.4
Professional schools other than technological	15.8
Technological schools	4.7

673 Degree-Granting Institutions

[Percent Women of Total Faculty 1954-55†]

Type of institution:	
All institutions	21.8%
Teachers colleges	36.8
Small private colleges**	33.5
State colleges	29.5
Medium-size private colleges††	25.6
Large private colleges***	20.4
State universities and land grant colleges	13.7
Private universities	13.7

* Latest date for which data available. Source: U.S. Office of Education, Biennial Survey, 1954-55.

† Latest date for which data available. Source: National Education Association, Teacher Supply and Demand in Degree

3

Stanford University Ph.D.

School	Prof.	Ph.D.
Earth Sciences	M	20
Engineering	F	0
Business	M	25
Law	M	25
Education	M	21
Medicine	M	82
	F	2

H & S (Hum. & Soc. Sci.) M 145
H & S (Phys. Sci.) F 5
(2) University

Source: (1) APO 8/24/70
(2) University

† J.D.s in Law School;
** 8 women in all female
†† M.D.s in Medical School

4

Distribution of P

if the principal contribution of women in his school is the of female Ph.D.s, each Dean an for increased graduate

imate date of completion: census: October;

recruiting programs: January

ment in the University at

us to adopt any particular

umber of men or women in

serious commitment to

for women in academia,

we include this topic in the

meeting our affirmative

historical discouragement of

professional goals as well as

regarding women lawyers,

and so on have created a

ly accepting those women

nal objectives in spite of

not represent functional

ty. The announcement of

se the number of women,

women's colleges, the

nni and others concerned

chool to identify potential

publication of materials

cerns of young women

study are obvious

be used to increase the

ying for graduate study in

lacked women in the past.

noted in other studies and

ew in other contexts, the

cheduling and the repeal of

nts for graduate study will

unctional, as opposed to

y for women in graduate

hools where this has not

e, provide administrative

vide mechanisms for the

actices regarding counseling

cement policies, and the

pectation for women.

Statistical Tables

1

Faculty Members by Rank and Sex

	Stanford 1970/71			Summary of four comparable institutions (1)			Colleges & universities nationwide 1965-66 (2)		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Professor	523	9	2%	2572	75	3%	32,873	3,149	9%
Assoc. Prof.	202	15	7%	1038	98	9%	28,892	5,148	15%
Asst. Prof.	263	23	8%	1301	159	11%	37,232	8,893	19%
Total	988	47	5%	4911	332	6%	98,997	17,190	15%

(1) University of California at Berkeley, '69/70
Harvard University, 12/70, Faculty of Arts and Sciences
University of Chicago, Spring '69
University of Michigan, 2/71

(2) "Fact Sheet on the Earnings Gap," Women's Bureau, Wage and Labor Standards Division, U.S. Department of Labor (Washington, D.C.), p. 3.

2

Percent Women of Total Faculty
in U.S. Colleges and Universities, 1955

All U.S. Colleges and Universities

[Percent Women of Total Faculty November 1955*]

Type of institution:

All institutions	23.0%
Teachers colleges	42.7
Liberal arts colleges	34.7
Junior colleges	32.0
Theological schools	18.5
Universities	17.4
Professional schools other than technological	15.8
Technological schools	4.7

673 Degree-Granting Institutions

[Percent Women of Total Faculty 1954-55†]

Type of institution:

All institutions	21.8%
Teachers colleges	36.8
Small private colleges**	33.5
State colleges	29.5
Medium-size private colleges††	25.6
Large private colleges***	20.4
State universities and land grant colleges	13.7
Private universities	13.7

* Latest date for which data available. Source: U.S. Office of Education, Biennial Survey, 1954-55.

† Latest date for which data available. Source: National Education Association, Teacher Supply and Demand in Degree Granting Institutions, 1954-55, Research Bulletin, Vol. XXXIII, No. 4, Dec. 1955, p. 133.

3

Stanford University Academic Council Members (1970-71) (1) and
Ph.D. Recipients by School and Sex (2)

School		Assoc. Profs.	Asst. Profs.	Total	Percent Female	Ph.D. Recipients Total	% Female
Earth Sciences	M	20	6	4	30	30	
	F	0	0	0	0	1	3%
Engineering	M	95	35	18	148	157	
	F	0	0	0	0	1	1%
Business	M	25	13	18	56	18	
	F	0	0	0	0	0	0%
							*MBAs: 3% female
Law	M	25	5	3	33	110†	
	F	0	0	0	0	18†	14%
Education	M	21	5	11	37	23	
	F	2	1	2	5	14	38%
Medicine	M	82	64	102	248	61††	
	F	2	3	12	17**	8††	12%††
							Ph.D.s 14% female
H & S (Hum. & Soc. Sci.)	M	145	48	65	258	87	
	F	5	5	9	19	31	26%
H & S (Phys. Sci.)	M	80	16	31	127	81	
	F	0	1	0	1	5	6%

Source: (1) APO 8/24/71 (totals as of 10/1/70.)

(2) University registers, 1969-70; Registrar's Office.

† J.D.s in Law School; average of 69/70, 70/71.

** 8 women in all female depts. of Nursing and Phys. Therapy.

†† M.D.s in Medical School.

4

Distribution of Professorial Level Faculty by Sex and by Rank

Total at all	Stanford	Summary of four comparable	Colleges & universities nationwide
--------------	----------	----------------------------	------------------------------------

however, requires that we include this topic in the overall assessment of meeting our affirmative action goals. The historical discouragement of women aspiring to professional goals as well as cultural stereotypes regarding women lawyers, physicians, physicists and so on have created a situation wherein simply accepting those women who pursue professional objectives in spite of these barriers does not represent functional equality of opportunity. The announcement of clear intent to increase the number of women, recruiting trips to women's colleges, the encouragement of alumni and others concerned with the health of a school to identify potential candidates and the publication of materials sensitive to the concerns of young women considering graduate study are obvious mechanisms that can be used to increase the number of women applying for graduate study in fields that have notably lacked women in the past. In addition, as has been noted in other studies and is currently under review in other contexts, the availability of flexible scheduling and the repeal of arbitrary age requirements for graduate study will also help maximize functional, as opposed to theoretical, opportunity for women in graduate study.

20. That each Dean in schools where this has not already occurred, initiate, provide administrative support for, and/or provide mechanisms for the review of departmental practices regarding counseling of women students, placement policies, and the departmental climate of expectation for women.

Approximate date of completion: ongoing

It is presumably not the University's job to attempt to shape attitudes in professions on behalf of general moral causes. On the other hand, it is the responsibility of the University to make sure that in our internal behavior and in the treatment, job placement and counseling of our own students we be as responsive to the interests of women as to those of men. That there will be discussion and review of the "climates" in various departments and schools over the years seems undeniable in any case; the basic recommendation here is that each school assume responsibility for initiating responsible review of these questions and not place the burden of proof on the students themselves.

21. In recognition of the importance of role models in the immediate environment, and in addition to any activities as part of a staff affirmative action program, each Dean review his current junior and senior administrative staff, and if possible, distribute administrative responsibility and status in such a way that women are visibly involved in the senior administration of the school.

Approximate date of completion: December

There is, of course, a need for affirmative action for staff women across the whole University, and one important aspect of that plan will be efforts to place women in more management and administrative positions. The need to move swiftly in this area is especially strong in the administrative staff of academic schools and departments however because of the additional impact this has on the experience of female students.

- (1) University of California at Berkeley, 8/70
Harvard University, 12/70, Faculty of Arts and Sciences
University of Chicago, Spring '69
University of Michigan, 2/71
(2) "Fact Sheet on the Earnings Gap," Women's Bureau, Wage and Labor Standards Division, p. 3.

2

**Percent Women of Total Faculty
in U.S. Colleges and Universities, 1955**

All U.S. Colleges and Universities

[Percent Women of Total Faculty November 1955*]

Type of institution:	
All institutions	23.0%
Teachers colleges	42.7
Liberal arts colleges	34.7
Junior colleges	32.0
Theological schools	18.5
Universities	17.4
Professional schools other than technological	15.8
Technological schools	4.7

673 Degree-Granting Institutions

[Percent Women of Total Faculty 1954-55†]

Type of institution:	
All institutions	21.8%
Teachers colleges	36.8
Small private colleges**	33.5
State colleges	29.5
Medium-size private colleges††	25.6
Large private colleges***	20.4
State universities and land grant colleges	13.7
Private universities	13.7

* Latest date for which data available. Source: U.S. Office of Education, Biennial Survey, 1954-55.

† Latest date for which data available. Source: National Education Association, Teacher Supply and Demand in Degree Granting Institutions, 1954-55, *Research Bulletin*, Vol. XXXIII, No. 4, Dec. 1955, p. 133.

** Under 500 enrollment.

†† 500-999 enrollment.

*** 1,000 and over enrollment.

3

**Stanford University
Ph.**

School	Pro
Earth Sciences	M
Engineering	F
Business	M
	F
Law	M
	F
Education	M
	F
Medicine	M
	F

H & S (Hum. & Soc. Sci.)	M
	F
H & S (Phys. Sci.)	M
	F

Source: (1) APO 8/70
(2) University of Michigan

† J.D.s in Law School
** 8 women in all fields
†† M.D.s in Medical School

4

Distribution of

**Total at all
Professorial Level**

Male
Female

Professor

% Academic Co-
males at this rank

% Academic Co-
females at this rank

Associate Professor

% Academic Co-
males at this rank

% Academic Co-
females at this rank

Assistant Professor

% Academic Co-
males at this rank

% Academic Co-
females at this rank

(1) University of
Harvard University
University of Michigan

(2) "Fact Sheet on the
Labor Standards
(Washington)

Submitted Oct. 13, 1971
Published Nov. 15, 1971

- (1) University of California at Berkeley, 6/70
 Harvard University, 12/70, Faculty of Arts and Sciences
 University of Chicago, Spring '69
 University of Michigan, 2/71
- (2) "Fact Sheet on the Earnings Gap," Women's Bureau, Wage and Labor Standards Division, U.S. Department of Labor (Washington, D.C.), p. 3.

2

**Percent Women of Total Faculty
 in U.S. Colleges and Universities, 1955**

All U.S. Colleges and Universities

[Percent Women of Total Faculty November 1955*]

Type of institution:	
<i>All institutions</i>	23.0%
<i>Teachers colleges</i>	42.7
<i>Liberal arts colleges</i>	34.7
<i>Junior colleges</i>	32.0
<i>Theological schools</i>	18.5
<i>Universities</i>	17.4
<i>Professional schools other than technological</i>	15.8
<i>Technological schools</i>	4.7

673 Degree-Granting Institutions

[Percent Women of Total Faculty 1954-55†]

Type of institution:	
<i>All institutions</i>	21.8%
<i>Teachers colleges</i>	36.8
<i>Small private colleges**</i>	33.5
<i>State colleges</i>	29.5
<i>Medium-size private colleges††</i>	25.6
<i>Large private colleges***</i>	20.4
<i>State universities and land grant colleges</i>	13.7
<i>Private universities</i>	13.7

* Latest date for which data available. Source: U.S. Office of Education, Biennial Survey, 1954-55.
 † Latest date for which data available. Source: National Education Association, Teacher Supply and Demand in Degree Granting Institutions, 1954-55, *Research Bulletin*, Vol. XXXIII, No. 4, Dec. 1955, p. 133.
 ** Under 500 enrollment.
 †† 500-999 enrollment.
 *** 1,000 and over enrollment.

3

**Stanford University Academic Council Members (1970-71) (1) and
 Ph.D. Recipients by School and Sex (2)**

School		Assoc. Profs.	Asst. Profs.	Total	Percent Female	Ph.D. Recipients Total	% Female
Earth Sciences	M	20	6	4	30	30	
	F	0	0	0	0	1	3%
Engineering	M	95	35	18	148	157	
	F	0	0	0	0	1	1%
Business	M	25	13	18	56	18	
	F	0	0	0	0	0	0%
							*MBAs: 3% female
Law	M	25	5	3	33	110†	
	F	0	0	0	0	18†	14%
Education	M	21	5	11	37	23	
	F	2	1	2	5	14	38%
Medicine	M	82	64	102	248	61††	
	F	2	3	12	17**	8††	12%††
							Ph.D.s 14% female
H & S (Hum. & Soc. Sci.)	M	145	48	65	258	87	
	F	5	5	9	19	31	26%
H & S (Phys. Sci.)	M	80	16	31	127	81	
	F	0	1	0	1	5	6%

Source: (1) APO 8/24/71 (totals as of 10/1/70.)
 (2) University registers, 1969-70; Registrar's Office.
 † J.D.s in Law School; average of 69/70, 70/71.
 ** 8 women in all female depts. of Nursing and Phys. Therapy.
 †† M.D.s in Medical School.

4

Distribution of Professorial Level Faculty by Sex and by Rank

Total at all Professorial Levels	Stanford 1970/71	Summary of four comparable institutions (1)	Colleges & universities nationwide 1965-66 (2)
Male	988	4911	98,997
Female	47	332	17,190
Professor			
% Academic Council males at this rank	53%	52%	33%
% Academic Council females at this rank	19%	23%	18%
Associate Professor			
% Academic Council males at this rank	20%	21%	29%
% Academic Council females at this rank	32%	29%	30%
Assistant Professor			
% Academic Council males at this rank	27%	27%	38%
% Academic Council females at this rank	49%	48%	52%

- (1) University of California at Berkeley, 69/70
 Harvard University, 12/70, Faculty of Arts and Sciences
 University of Chicago, Spring 1969
 University of Michigan, 2/71
- (2) "Fact Sheet on the Earnings Gap," Women's Bureau, Wage and Labor Standards Division, U.S. Department of Labor, (Washington, D.C. 1970), p. 3.